

The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

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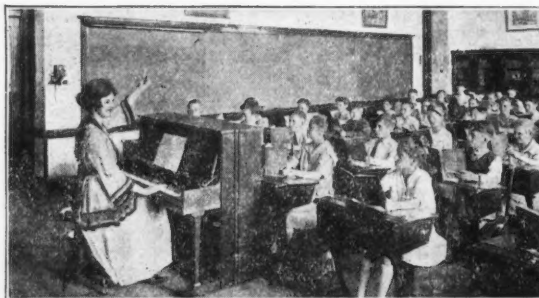
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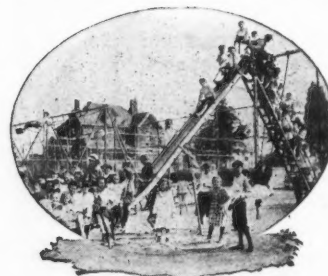
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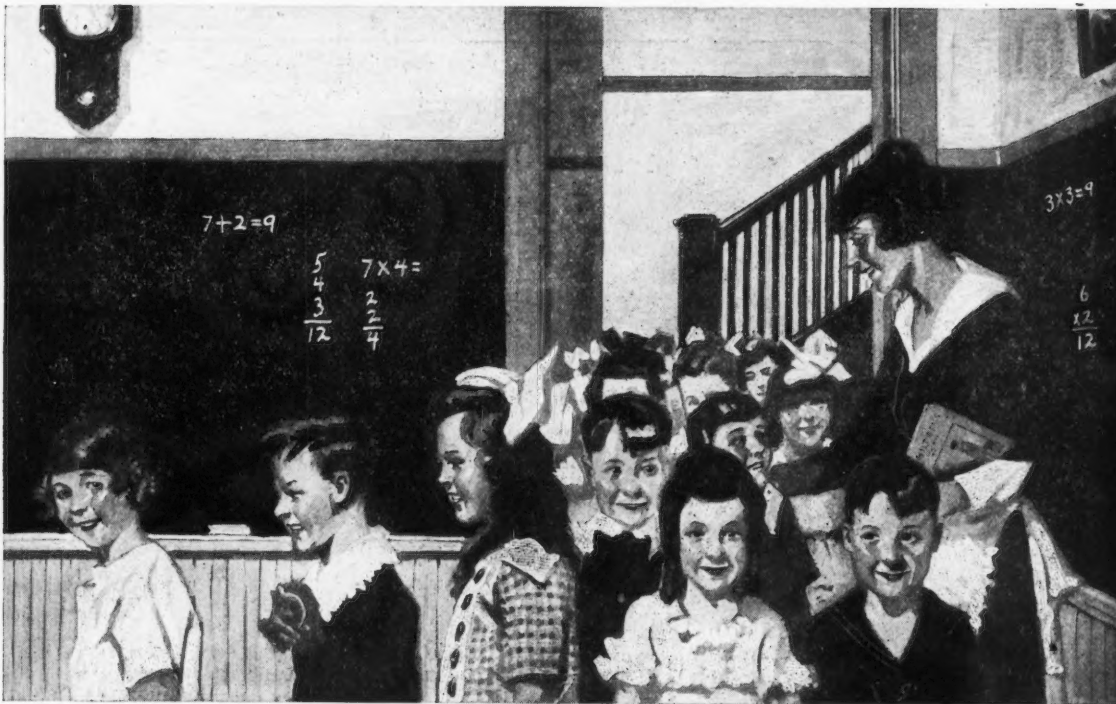
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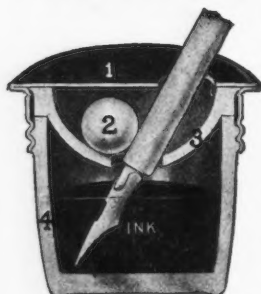
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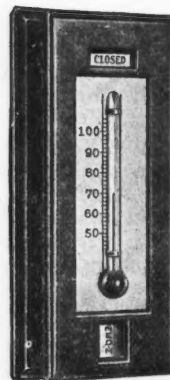
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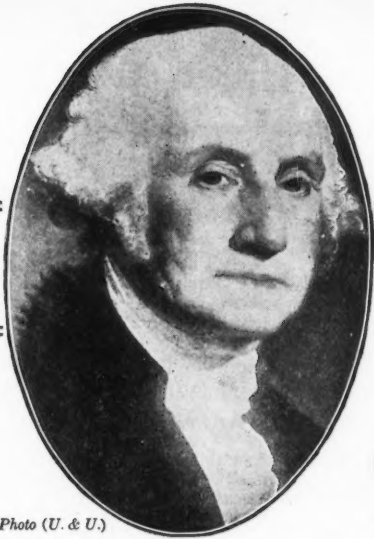


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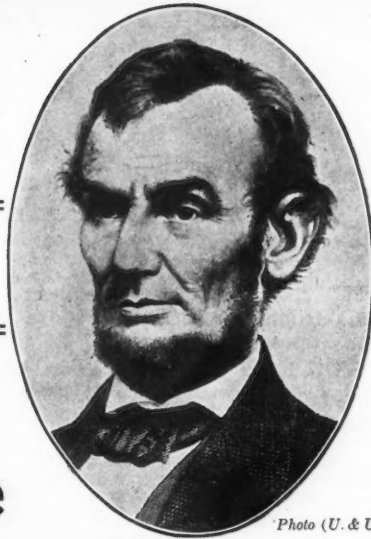


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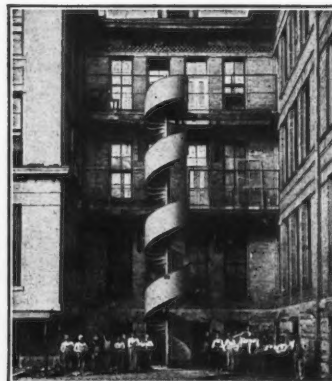
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Vol. XIX, No. IX.

MILWAUKEE, WIS., February, 1920

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UNTO THE END. Not to grow weary in well doing is sage counsel. Times will come in every life when we feel that our efforts are such little efforts that in the long run they cannot seriously count, that the forces of evil ranged against the forces of good are fearfully potent, that so many of our attempts to do good have turned out badly that it might be well for us to desist from further enterprises. In such seasons we are inclined to grow grumpy and hypercritical and morose, and to ask, concerning ourselves and our fellow laborers, "What's the use?"

Then is the time to use both our heads and our hearts. Let us become philosophers for the nonce, and remind ourselves that no effort, however tiny, is wasted; that even the ball of paper bounced against the brick wall jars the brick wall a trifle. Let us recall the example of men and women who had more to contend with than has fallen to our lot and who bore their troubles with smiling, forward-looking faces. Let us open our eyes and see that in many respects we are better off than folks far more deserving and more devoted and more thankful than we are. Let us take refuge in the wise old saying, "There's nothing bad but could be worse."

But let us do more than that. Let us become saints as well as philosophers. Let us thank God for the privilege of doing an unpleasant thing now and then for His sweet sake. Let us re-read the Passion according to St. John, and Thomas a Kempis's chapter on "The Royal Road of the Cross." Let us reflect on what suffering means, how much it means, in the development and purification of human souls. Let us think of ourselves as knights of God, and let us go forth into the lists with colors flying and lance in rest and beaver proudly up that all who witness the conflict may plainly see that our eyes are clear and our face is joyous. And let us do our God-given work well and cheerily. For it is Heaven's work, and every bit of it means greater glory to God and greater peace to men.

THE BOOK AND THE STAGE. Few authors have been more satisfactory in books and more unsatisfactory on the stage than Robert Louis Stevenson. In his lifetime he tried, and far from successfully, to win dramatic prestige; and since his death others have attempted, with no conspicuous laurels, to dramatize some of his novels. Of these efforts the least objectionable is "Treasure Island," but the stage version is hardly a play at all; it is merely a literal and sometimes tedious transcription of the events recorded in R. L. S.'s glowing pages. Long a favorite with actors who like to show themselves and with audiences who like thrills without brains, a wretchedly inartistic rendering of "Dr. Jekyll and Mr. Hyde" still lingers here and there on the professional boards. More recently the really distinguished actor, Mr. Walker Whiteside, has appeared in a dramatization of "The Master of Ballantrae." Many laudatory things could be said of the setting of the play and of the interpretation of the role of James Durie by Mr. Whiteside, but the fact of the matter is that the play is in spirit and method far removed from Stevenson's splendid novel. In comparison with the book, the play impresses us as thin and tawdry.

In all of which there is a moral—a literary moral very applicable to the work of teaching. A play is one thing and a novel is quite another, even though they have many things in common. A bird and a fish are not totally unlike, and yet we look not for the fish to fly or for the bird to descend into the depths of the sea. And don't remind me of the existence of a flying fish; for that creature is described as flying because he swims so poorly, and as

a fish because he obviously can't fly for his salt. He is like some religious teachers who are called religious because they can't teach, and teachers because they are such poor religious.

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

"MY NEW CURATE." Speaking of dramatized novels reminds us that there has recently appeared a dramatic version of the late Canon Sheehan's "My New Curate"—the book that first made him known to a wide circle of readers and the popularity of which none of his succeeding novels attained. The play, arranged by John J. Douglass, A. M., and published by Brother Benjamin, C. F. X., St. Xavier's College, Louisville, Kentucky, should make an effective evening's entertainment when competently acted; but here, too, as in the case of Stevenson, the spirit of Canon Sheehan is very far away.

Here is a suggestion: Classes in high school making a study of the drama would do well to read "My New Curate," first as a novel and then as a play, in order to perceive the changes, many of them fundamental, which a shifting of form makes necessary. Thus also may the pupils be able to perceive the differences in personality between Canon Sheehan and Mr. Douglass.

LETTER AND SPIRIT. The controversy that in recent months has arisen regarding the entrance of the United States into the League of Nations turns upon the question: Shall we accept a literal interpretation of the views concerning entangling alliances set forth by the founders of the Republic? On one side we have the literalists, those who maintain that the meaning of the men who established our government is to be found in their words solely and exclusively, and that those words should be interpreted always and ever in the same way; on the other side we have the interpreters, those who look less to what the founders of the nation said in the past and did in the past, and more to what they conceive the founders of the nation would say and do were they living today and facing modern conditions.

Two such schools of thought are bound to arise in the application of any written law to new conditions. There will always be found men who wish to be governed solely by the letter of the law, irrespective of changed conditions and new needs; and there will always be found men who look behind the written word for its animating spirit and who seek to apply that spirit to the present time, even though the application should involve to a greater or less extent the ignoring of the letter of the law.

It sometimes happens—and this, we think, is the case in the League of Nations project—that the letter of the law continues through many years to embody the spirit and intention of the legislators; but more usually it is true that the written word, owing to changed environment and unforeseen needs, ceases to be an adequate expression of the spirit of the men who formulated it. Every one of us at one time or another faces the necessity of choosing between these two interpretations of a given law. Upon what principle may a wise decision be based?

Clearly, there is but one thing to do. And that thing is to seek an answer, not to the question, "What did the framers of this law think and do when the law was formulated?" but rather to the question, "What would the framers of this law think and do were they in our place and condition here and now?" In that way, and in that way only, can we discern the spirit which giveth life and avoid binding ourselves to the letter which killeth; only in that way can we perpetuate the intentions and aspira-

tions of the great men of the past and avoid cramping our feet in dead men's shoes.

This principle enables us to understand many movements in history and to appreciate the actions of individuals and groups which otherwise would be incomprehensible. In her Catholic University dissertation on "Some Motives in Pagan Education Compared with Christian Ideals," Sister Mary Katharine, O. S. B., thus applies the principle to the attitude of the Jews toward Our Blessed Lord:

"The Jews failed by following the letter rather than the spirit of the Law and in being so wedded to the Promise that they rejected Him Who was the Fulfillment of the Promise. They were a sturdy race, indeed, capable of great personal sacrifice, but incapable of growth because shackled by a Law which was meant to be only directive, but which . . . became a prison house."

Good sentences and well pronounced! The progress of education would be more rapid, the fruitage of education would be more vast, but for the prominence of educational leaders who are shackled by laws made under different circumstances and in different times. Of such educators it may be truly said that they are "a sturdy race, capable of great personal sacrifice, but incapable of growth."

A BOOK OF HEROES. The Macmillan Company has recently published "Stories of Great Heroes," by the Reverend James Higgins of East Cambridge, Massachusetts. The book is composed of brief and picturesque narratives dealing with such men as Columbus, Balboa, Las Casas, De Soto, Magellan, Cartier and Fathers de Copra and Martinez. Our children will find it an attractive volume and a source of inspiration. We regret, however, that the only representative of the missionaries and explorers on the west coast of our country should be Sir Francis Drake, whose acts of piracy Father Higgins properly reproves. We cannot but wish that Drake had been left out and his place taken by the zealous Franciscan, Father Junipero Serra, the founder of that long chain of Californian missions stretching from San Diego to Sonoma.

FOR THE TEACHER WHO WANTS A CHANGE.

Some of us delude ourselves with the notion that our work would be better work and our lives more worthy lives if only we could induce our superiors to send us to another school or give us a change of occupation. In our present habitat, we tell ourselves, there is a lack of cultural or of spiritual background, which lack keeps us from becoming the scholars and the saints we might otherwise become. Let us learn wisdom from "The Spectator":

"It is therefore a fantastical way of thinking, when we promise ourselves an alteration in our conduct from change of place, and difference of circumstances; the same passions will attend us everywhere we are until they are conquered; and we can never live to our satisfaction in the deepest retirement, unless we are capable of living so in some measure amidst the noise and business of the world."

Pope Celestine, in 428, wrote as follows to some bishops in Gaul: "We should be distinguished from the people by our learning, not by our clothes; by our conduct, not by our dress." Obviously this does not mean that we who are dedicated to God should dress like race track touts or members of a pony chorus; but it does mean that our true distinction is not in clothes but in learning and virtue. Said a learned and pious priest: "I can pick out a priest or a religious even should he be wearing nothing but a bathing suit." Twenty years from now our learning will matter and our piety will matter; but twenty years from now who will care if today we are wearing laced or buttoned shoes, if our hat be hard or soft, if our trousers be tight or baggy, if our collar be high or low? Were the Pharisees living now they certainly would not approve of the way some of us dress. But we are not serving the Pharisees or their lineal descendants; we are serving Him Whom the Pharisees did to death.

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Teaching the Essay

By Brother Leo, F. S. C., L. H. D.



BROTHER LEO, F. S. C.

We conveniently divide all literary productions into four classes: The poem, the drama, the novel and the essay. Of these the essay is at once the most varied and the most inclusive; in its case definition is all but impossible. Indeed, for practical purposes the most acceptable definition of the essay is a statement of what it is not, and we may truly say that the essay is that literary form which is not poetry, drama or fiction. Do we take up a piece of literature which does not square with our definition of the drama, the novel or the poem? Then we are justified in classifying it as an essay. For of all literary forms the essay is the most elastic. Essays are Cardinal Newman's "Apologia pro Vita Sua" and Brother Azarias' "Philosophy of Literature"; essays are Francis Thompson's impassioned delineation of Shelley and Charles Lamb's disquisition on "Poor Relations"; essays are Milton's "Tractate on Education" and Archbishop Spalding's "Opportunity."

In the essay are contained some of the richest treasures of English literature, treasures which are part of the intellectual inheritance of our pupils; and it is the duty of the teacher of English to introduce our children to this vast store of culture and learning and delight. The task has special difficulties, the chief of which is the impression shared by most young people that the essay, even at its best, makes dull and dry reading. The average child, once his eyes are opened to the charm of poetry, turns naturally and willingly to the treasure-trove of verse; once his imagination is kindled, he finds stimulating pleasure in studying the drama; and as for the novel, it is merely a matter of directing his taste toward the best, for he revels in the story form. But the essay sounds forbidding and looks austere; and the first step in its teaching is to convey to our classes the conviction that, rightly understood and rightly approached, the essay is a source of information and of joy.

How can this be done? Mainly, I think, by contagion and by example. Here as in everything else, the teacher will succeed in proportion as he himself is fond of essay reading, in proportion as he himself knows the value of communing with the great English essayist, in proportion as he himself turns to the essay for enjoyment and refreshment. Then let him take one of his favorite essays into class and read a portion of it to his pupils, stopping now and then for a brief comment of explanation and appreciation. The method is simple, almost ridiculously simple; but it is pedagogically sound and wonderfully potent. The work of the teacher is more than half done when he has brought his pupils to see that wise men and good men and charming men have enshrined some of their finest thoughts and moods in the essay form.

"After all," wrote Mr. Joseph Francis Wickham in *America* a few years ago, "the essayist is very akin to the poet, especially the writer of the familiar, personal essay. For he can put the whole of this little work into his philosophy, weaving the long stretches of centuries into a tapestry full of color and glow and imagery. He can distill the memory of abest friends, the echoes of once-heard voices, the gladness of youth, the joy of sunlight, the dismay of vain desires, the triumph of realized dreams, the glory of a moonlit sea, the grandeur of a snowstorm, the sweetness of a child's smile, the majesty of a Roman ruin, the thousand, thousand realities and recollections and visions that round out our lives; from all this he can win the essence, and give it to us in an abiding fragrance

that can comfort and content and charm. We all seek comfort; we all seek content; but no less are we ever on the quest for that elusive something known as charm. We look for it in plays, in houses, in villages, in people, in so many things under the sun; and we find it in many things if we look long enough. If we wish, and wish sincerely enough, we cannot miss a very delightful, perennial charm in the gentle art of reading essays."

To every striving teacher of English I urgently commend that paragraph for long and fruitful meditation. It does not directly tell us how to teach the essay, but it does something vastly more important; it indicates the spirit in which we should do our teaching.

It is possible to elaborate a lengthy and complex classification of essays, but for the present purpose it should suffice to group all essays into a threefold division: Essays of interest chiefly for their **matter**; essays of interest chiefly for their **manner**; and essays of interest chiefly for their **mood**. And in the study of any particular essay we have a sufficient basis for enlightened understanding when we examine it from those three viewpoints of **matter**, **manner** and **mood**.

The study of **matter** in the essay is an application of the principle of **vital appreciation** in literature. The essay gives us information, it adds definitely to our stock of knowledge; it broadens our view of life, it widens our range of sympathies; it modifies some of our crude opinions and impressions, it puts familiar things in a somewhat unusual light; it impresses us with certain great truths which heretofore we may have known but never realized; it teaches us some consoling and some humiliating things about ourselves and about other people.

A good example of the essay of **matter** is Ruskin's "Sesame and Lilies." It draws our attention to the importance of right reading, and it awakens our interest in worthwhile books. Besides, it gives us hints as to the manner in which a book is to be read and warns us against wrong methods of reading and thinking. Under the spell of the writer's knowledge and style, we almost forget that we are reading a printed page; rather it seems that we are sitting by the fire beside a learned and kindly and affable gentleman who is telling us, out of the fullness of his mind and heart, some of the things he has learned in the course of his long experience with art and life and books.

The study of **manner** in the essay is an application of the principle of **formal appreciation** in the study of literature. From this point of view we consider the essay in its technical aspects, as a work of art. It is a piece of good writing; and, interested as we are in the process of learning how to write, we take the masterpiece to pieces to find out how it has been constructed. We consider the general plan of the work—what the author proposed to himself as the scope and method of the essay. We examine the order and arrangement of his ideas, and the devices he employed to secure emphasis, ease and variety. We study his paragraph structure, noting in several instances how he expanded and developed the germ of thought contained in his topic sentence; and we observe where the topic sentence comes at the beginning of the paragraph, where it comes at the end, where it comes in the middle, where it is divided and where it is only implied. We make a study of his sentence structure, noting the variety in sentence length and sentence formation. We discuss the author's choice of words and list those words which are new to us or which are used in an unfamiliar sense. In general, we apply all we know of grammar and rhetoric to the essay under consideration.

Macaulay—to take but one, writer of many—will furnish us with many examples of the essay of **manner**. I know it is the fashion in some quarters to sneer at Macaulay as a stylist, but we cannot ignore the fact that his representative essays are calculated to teach us very much—both positively and negatively—about the art of

writing. How refreshingly clear he is! His essays are veritable structures, architectural creations, part sustaining part, varied in detail and unified as a whole. There is nothing cloudy, nothing uncertain in Macaulay's style; we may not always agree with his opinions, but we certainly cannot fail to understand them. His transitions from sentence to sentence and from paragraph to paragraph are at once graceful and lucid. His paragraph structure is strikingly consistent: If he starts with a general statement, he never fails to explain or prove or amplify it by means of several specific statements, and those specific statements are arranged with a view to their cumulative effect.

The study of mood in the essay is an application of the principle of **esthetic appreciation** in literature. Let it never be forgotten that literature—that all art indeed—is largely a matter of mood. In this sense a mood means the fusing, the concentrating of the writer's personality and experience upon a subject viewed in the light of a moment winsome or reminiscent or whimsical or humorous or what not. It is in mood that essays and essayists differ so widely each from each; and it is in the mood of the essay or the essayist that the reader secures his keenest enjoyment.

This is especially true, of course, in the case of an essay where the matter is trivial, where the manner is secondary and where the mood is dominant; or rather where the mood directs the selection of the matter and shapes the manner to its own image and likeness. Such is Charles Lamb's wholly delightful "Dissertation on the Origin of Roast Pig." If we were to approach this masterpiece in the same state of mind and emotion with which we rise from a perusal of Poe's "Philosophy of Composition" or Dr. Pallen's "Catholicity of Literature," we should be moved to dismiss the gentle Elia as a flippant and nonsensical sower of words. But essay reading teaches us, among other salutary lessons, the art of adaptation; and so we accept Lamb's drolleries with a sympathetically solemn countenance and a delicious inward chuckle; we persuade ourselves into a refreshing mood of make believe and follow the destinies of Bo-Bo and his indulgent father with ever-increasing enjoyment; we assist at the trial of the pig-eaters, and we smack our lips sympathetically as specimens of the crackling are passed into the jury box; we applaud the wisdom of the judge who secretly bought up all the pigs he could get for love or money, and we nod our heads knowingly when we read that shortly afterward his honor's house was observed to be on fire.

Besides consideration from the three viewpoints of matter, manner and mood, the study of the essay should also include an application of the principle of comparison. Of a given group of essays, which is most distinguished for matter? Which for manner? Which for mood? Try to formulate the relative value of the information received from the several essays, their variety of styles, their diversity of esthetic appeal. In what respects does Cardinal Newman excel Hazlitt as an essayist; and in what respects does Hazlitt excel Cardinal Newman? In what ways are Carlyle and Chesterton alike, and in what ways are they different? Ruskin and Brother Azarias have both written on the art of reading books; indicate the chief points upon which they agree and the diversity of stress they place on certain devices for securing the best results from reading.

Next would come a comparison of essays and essayists with novelist, dramatists and poets. Specimens of suggestions for such comparison are the following:

Belloc's essay and Dickens "A Tale of Two Cities" both deal with the French Revolution. Which has given you the greater amount of definite information? Which has given you the better impression of life and general conditions? From the point of view of style—structure, rhetorical effectiveness, the choice of words—which is the better written? What qualities of style are more prominent in Dickens than in Belloc; and the converse?

Compare, from the point of view of mood, the treatment of Shelley in Browning's poem and in Thompson's essay. Which writer seems to have the stronger admiration for Shelley? Which comes nearer to being blind

(Continued on Page 424)

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TEACHING CHILDREN TO THINK. Sister M. Generose, O. S. F., M. A.

All knowledge starts from experience. When I look at an object there is:

1. The mental vision.
2. The mental image.
3. The idea.

The adult mind reaches the third stage almost instantaneously. The child has only sensation at first. The image or trace is not strong enough for the intellect to work on. We do not know how early in life the process of ideation begins, but it seems to be prior to speech, for as soon as the child learns to speak he applies the same word, "Papa," to all men. For our purpose here it is sufficient to know that the child has some power of making abstractions when he enters school. The mind produces the idea out of the mental image. By "intellectus" the Scholastics understood that power of the mind which shows itself in the power of abstraction. It sees what is beneath all the externals. All cognition involves some kind of union between the object and the mind. According to the Scholastics the intellect is in a potential condition. It is not always active but can be roused to action. This is done through the "forma" which comes from the object of cognition. The object starts the mind going with an activity of its own. Maher says:*

"The modification of the mind viewed as wrought in the intellectus patiens by the intellectus agens, constitutes the species intelligibilis impressa. The union of the species impressa with the intellectus patiens results in the conception of the abstract essence, the generation of the abstract idea of the object, which is called the species intelligibilis expressa, inasmuch as it is the intellectual expression of the object."

Thus we have five stages in the development of an abstract idea:

1. The mental images.
2. Intellectus agens.
3. Production of species impressa.
4. Intellectus possibilis or passivus.
5. Species expressa or the abstract idea.

Unless sense impressions and perceptions come first, the intellect has nothing to work on. Such conditions would necessarily be marked by absence of thought. No constructive mental work could be done. The soul depends on the body for receiving the reception of impressions and the expression of its thoughts. One of the great questions that confronts the philosopher is, What is thought? Rosmini (1856) who applied his philosophical principles to education in "Del Principio Supremo Metodica," said: "The basic idea is that education must follow the natural law of development. The natural and necessary order of all human thought is expressed in the law: 'A thought is that which becomes the matter, or provides the matter of another thought.' The whole sum of thoughts which can occur to the human mind is classified by Rosmini as follows: To the first order belong thoughts whose matter is not taken from antecedent thoughts; each of the successive orders is characterized by its matter being taken from the order immediately preceding it. The ruling principle of method is: Present to the mind of the child, first, the objects which belong to the first order of cognitions. These are observations, perceptions, associations of perceptions and ideas. He further explains the activities corresponding to each order, following always the principle that the process of teaching is determined by the needs of the growing child. After this he says that thoughts of the second order should be presented; these take their matter from thoughts of the first order. Language is the stimulus which 'impels and helps the human mind to attain cognitions of the second order. It produces reflection on earlier cognitions and enables the child to perceive the relations existing among them and makes classification possible. Cognitions of the third order take their matter from thoughts of the second order and are reached through synthetic judgments. Those of the fourth order should follow and are developed principally through analytical judgments. Rosmini urges, 'The child at every age must act.' He requires that activity which is natural to the

child as a means of development and this should be corporal, intellectual and moral. He treats of spontaneous activity and considers play as a means of developing intelligence if the teacher knows how to take advantage of it. To regulate the different kinds of activity and to make each kind reasonable, is really to educate. Self-activity on the part of the child will lead to results that can be produced in no other way. No amount of doing on the part of the teacher will take its place for as we have said before the energy is internal. Teachers sometimes forget this injunction, "Work out your own salvation," which is as true in mental life as in religious life, and impatient at the slowness of the pupil, violate laws of mental life by forcing a process on the child which is pernicious. The child's mental life is thus weakened. You can kill a faculty, and when the ignoble work is done and the mental corpse does not respond you wonder why results are not forthcoming. Much of the harm is done in the lower grades. If the teacher does not assume the right attitude toward a pupil the latter does not know he can think out anything for himself or even write a composition. He knows nothing of the power within him. His self-confidence lessens, he concludes he must learn all from books and teachers and in consequence grows more dependent day by day.*†

There can be no thinking without material from the outer world which is provided by means of sensations, carried by the afferent nerves from the sense organs to the brain, perceptions, associations and memories. These states of mind must be within the focus of consciousness to be serviceable in the construction of a strong intellectual life. They may be outside or on the fringe of consciousness as is the case of the absent-minded child or one who has visions of the next ball game or lawn party while the teacher explains the modes of the verbs in indirect discourse. When the nerve impulse, under ordinary conditions, passes over a cord for the first time it may be weak. It may nevertheless produce sense perceptions, feelings or excite intellectual activity. It overcomes resistance and in time repetition will enable it to pass spontaneously. It is this characteristic of nerve action which is the basis of habit, of assimilation, association, of memory and thought. This shows the physiological utility of repetitions, drills and reviews. It is the ground-work of training.

Whenever changes take place in the nerves or nerve-cells as a result of activity, the original condition is restored by anabolic processes of the organism so that the activity may be continued. It follows that rest is necessary especially in intellectual work on account of the many nerves involved in the processes of thought. Monotony is disagreeable probably on account of the fatigue resulting from calling continually on the same set of nerves. An impression made deep enough by the skillful manner of its presentation and grasped by the absorbing attention of the pupil causes all past experience to become available at any moment. This includes all past sensations, all percepts formed on them, all the motor effects aroused by them, all feelings connected with them, all the inferences based on them and all volitions suggested by them. Thought thus formed contributes to the development and growth of the child's mind. All impressions due to experience enrich our perceptions, for on receiving a new sensation, we form our perception in the light of our past experience and knowledge, provided the knowledge is vital as it should be. Such a perception is a resume of past experience and is known as an apperception, which may be defined as the addition to the previous content of the mind of an actual perception. The expression may be narrowed down to that part of our experience which is associated with the subject with which one happens to be dealing.‡§

§Geary, Psychology of Education, Manuscript, 74.

Repetition is necessary. In teaching children a new word, the first time it is pronounced it may happen that it is merely a strange sound that the child apprehends. Time is needed to let the images, memories, associations and feelings run through the child's mind before the idea represented by the word becomes clear. The teacher

*Psychology, p. 309.

*Hickey, Catholic Encyclopedia, Vol. XIII, p. 197.

†Shields.

‡McCormick, History of Education, p. 360-1.

should endeavor to have the child pass from the sensation to the perception easily, rapidly and surely and at the same time to cultivate the broadening of the apperceptive mass by creating as many different associations as possible.**

"The passage from the sensation to the perception, or, in other words, the reference of this sensation to an external object leads to the idea that the sensation symbolizes the object. We finally suppress the attention that the sensation claimed at first, and then the percept is found to be that on which the attention is focused. It is but a step further to use the percept as a symbol of a general idea."†

We know our own conscious states by introspection; another's, by inference. A good way to study mental life and understand thought processes is to take a cross section of mental activity; we see at every moment that there is:

1. The action of the environment.
2. The internal activity.
3. Response or result, commonly called reaction.

For example, we see a beautiful rose. Within the brain other activities are stirred up—comparisons, memories, reflections are at work. Finally we pass some remark about it, quote some author who has written on the subject, etc. In other words, we may say there is:

1. The action of the rose on the mind through the senses.
2. The production of thought.
3. The expression of the thought in some way.

Thus we see a threefold activity in every complete mental process. The impression is made by the action of the physical world on the mind through the sense. This covers all influences that affect us in our social surroundings. The second activity may be called elaboration. (Labor, which is used here in the sense of "worked over.") The new impression, like a new member of a society, is met by a reception committee, and so on made to feel at home and take an active part in its functions, is likewise met by feeling, memory, the whole apperception mass and made a part of the developing mind of the receiver.

Exposure to the same stimuli too often repeated will not have this effect. Remaining in the same location a very long time causes mental stagnation unless prevented by other agents. Likewise in teaching, "taking over the same lesson" in exactly the same way retards rather than develops thought. Every new impression leaves the mind of the child in a new condition to receive later impressions. The mind develops because it presents a slightly new attitude to each new influence.

Owing to the polarity of nerve currents, the impression must be followed by expression which is the third phase of mental life. This completes the thought; clarifies it and establishes it as a vital part of the apperceptive mass which because it is active is ever ready to receive new impressions. Correct habits of thought or action may be established by means of nerve-action called "facilitation," which means that once a nerve impulse has passed by a certain pathway, a second passage becomes easier. So when a number of pathways are possible the teacher should so arouse the child's curiosity and awaken his interest that the current will pass through the same one as before and thus establish an ever-deepening pathway.***

The pleasure felt by achieving success in any line of endeavor makes one eager to attack new problems. Consciousness of failure causes the child to turn the currents of his thoughts from the disagreeable subject and thus inhibits the formation of correct habits of thought. The adage: "Appropriate feelings in consciousness are necessary for mental assimilation": is now accepted by all who have given the work of education any serious thought.

Interest in one's school work is largely a matter of feeling. The satisfaction that comes with success stimulates to further effort, and renders one's senses and one's intellect keener and more alert. When will and feeling concur in the search for truth conditions are ideal. Curiosity, or the desire to know for the sheer sake of knowing, is a human offshoot of the instinct of inquisitiveness; it is chief among the temporal intellectual sentiments and resolves itself upon qualitative sentiments as follows: Curiosity fulfilled produces successful thought; curiosity deferred produces baffled thought; curiosity unfulfilled results in failure of thought. When mere curiosity is turned into the search, we have the motive which urges the scholar to spend years in study, the explorer to suffer hardships, the scientist to spend days forgetful of sleep and meals.

The cultivation and direction of instincts are necessary for a strong mental life. The boy who feels the instinct of curiosity and adventure ought to be given books to read that will satisfy his appetite and turn his thoughts in the direction which will give him an interest in the useful affairs of life. This involuntary interest will prompt constant thought activities even without the power of the will. To teach the child to think cannot be done by the "rule of the thumb" method. Start the child right. Give him proper thought content and nature will do much if her laws are obeyed. These laws are in the mind of the child as well as in every other part of the universe. God has established law and order everywhere. Is it just to suppose the mind of man was excluded?

We hold thought in three ways: First way,—Stored knowledge after the manner of the Brahmas. This is dead; it remains unchanged and is a mental burden that stagnates the mind. The second is instrumental, a memory product also; it is suitable and even necessary for the adult, such as statistics, etc., used for special occasions. The third is vital or fecund. This is the only form suitable for the young child. It grows with his growth and ripens with his maturity. The other forms of thought inhibit his mental development and account in part for the many cases of retarded development found in our schools.

The right thought as well as the right way of teaching a child to think is of paramount importance. What inference can a child draw from the fact that he pays one or two dollars for a beautiful book of colored pictures for his nature study class and three cents for an account of his God in a catechism in which there are no pictures to appeal to the senses, arouse his emotions and direct his thoughts to God as a loving Benefactor?

Food taken into the mind under compulsion or in excess of the mind's power of assimilation is a menace to thought development. To build up unified thought, the variety of material must be related. The little child's mind is not able to take in facts that are not related. One book in which the child finds a variety of interests related to each other is what the child needs. The body needs carbon and hydrogen, but these objects are not to be taken into the body in their native form. We need iron but for all that do not eat chunks of it.

After the question *what truth* should be presented to the child has been settled, the next great question is the manner of its presentation. This may be done in various ways. For the adult exposition and analysis will do. This is the old way of teaching the sciences, history, literature and even religion. Another method has taken the place of this. In it the student follows the natural development of the matter in question. The teacher's interest should follow the processes of growth and development in the mind and heart of the pupil. Her *attitude* is a matter of great importance. Her utmost care should be to present the truth in the early years of the child's life. Here the abstract and static are out of place.

"Jack and the Bean Stalk," which is really a lesson in overcoming difficulties, holds the child's attention and fills his soul with wonder and delight. With the natural development of the mind the setting dissolves but the truth remains. The fairy story may be used in the same way; its very vagueness lends itself to reconstruction and satisfies a need in the child's nature. It is indefinite and allows room for growth. The static method cannot do this; for it gives the child a solid fact, a finished product, a thing that will not grow, food which is unsuitable to his mind. Therefore though the truth imparted be sacred, the teacher's duty is not accomplished unless it has been presented to the child according to the laws of mental development.

(To be concluded in March Issue)

**Geary, Psychology of Education, p. 78.

†Shields Psy. of Ed., 249.

***Geary, Psychology of Education, p. 70 (manuscript).

NEWS NOTES OF INTEREST.

Marquette University of Milwaukee has come to the front with the other schools of journalism in having one of the most up-to-date printing plants in the country.

Mother M. Teresa, O. S. F., recently celebrated the sixtieth anniversary of her profession in the Order of St. Francis, at St. Elizabeth's Academy, Allegany, N. Y. Mother Teresa's cloistered life has been spent at Allegany.

Right Rev. Bishop Leo Haid, O. S. B., has completed his fiftieth year as a Benedictine. The unique anniversary was fittingly celebrated in his own Abbey in Belmont, N. C.

The Pope celebrated a special Mass recently on the occasion of the sixtieth anniversary of the foundation of the American College in Rome. Sixty American students were present.

A large pastel portrait of the late Archbishop Ireland, done by the Sisters of St. Joseph, of St. Agatha's Conservatory in St. Paul, has been presented to the Minnesota Historical Society by Mrs. Julius R. Hilgedick of St. Paul. It was given its first public showing at the annual meeting of the society in January.

A law has been passed at the University of Texas forbidding the hazing of freshmen. The breaking of this rule will be punished by a fine or imprisonment and dismissal from the university.

Sister Philip Neri, superior of St. Mary's Hospital, conducted by the Sisters of Charity of Cincinnati, has installed a splendid up-to-date X-ray apparatus, the cost of which was nearly \$5,000. St. Mary is now thoroughly equipped with all the latest instruments for advanced surgical work.

The Rev. Father Zampiri, teacher of Pope Benedict XV., died suddenly while delivering a sermon at San Remo, said a dispatch from that city. The clergyman dropped dead in the pulpit.

During the year 1920 many prelates of the church in the United States will celebrate sacerdotal or episcopal jubilees and other anniversaries marking their careers in the church.

Juneau, the capital city of Alaska, is rejoicing in the completion of the finest Catholic school in Alaska, the parochial school of the Nativity of the Blessed Virgin Mary, which was dedicated recently. The beautiful building stands as a monument to the zeal of the pastor, Rev. Aloysius Rocatti, S. J., and of the devoted co-operation of the parish and friends.

The senior dormitory of St. Mary's College, Van Buren, Me., was totally destroyed by a fire which occurred there recently while the students were taking the afternoon recreation.

The handsome Max Fleischmann residence and grounds, ten acres in all, adjoining Sacred Heart College and Academy, Clifton, O., has been purchased by the Madames of the Sacred Heart. The building will be remodeled and refurnished as a student's dormitory and home.

The fiftieth anniversary of the initiation of the apostolic school movement, which has furnished the world, including the United States, with thousands of priests and seminarians for the missions, will be celebrated soon after Easter, according to news from France. Though the period covered by the history of the cause has been from 1685 to 1915, the war delayed the celebration.

Sister Mary Redmond has been re-commissioned Supreme Deputy president for the Catholic Ladies of Columbia for Cleveland, O., and vicinity for the year 1920.

Bishop Gallagher of the Detroit diocese, has directed that bazaars and picnics be abolished and that the laws against dancing for church purposes be rigidly enforced. At the liturgical services in the church only male choirs are to be permitted.

The first Sunday in every month is Gaelic Sunday in Ireland. All speak Gaelic as much as possible, and after church collections are taken outside for the support of the Gaelic leagues. The British have attempted to stop the use of the Gaelic language, and also have forbidden the collections.

Pope Benedict XV has written a letter to Herbert Hoover, director general of the interallied relief organization during the war, congratulating him on his work. The Holy Father especially thanks Mr. Hoover for his services in behalf of the 3,000,000 children who were innocent victims of the war.

John McCormack, the Irish tenor, is educating a negro boy at Fisk University. It is said that later he is to train his voice because he feels confident that the young man will become a world-renowned singer.

The famous hymn of the church, "Holy God," will soon be recorded by John McCormack for the Victor Phonograph Company.

Cardinal Guistini, prefect of the Congregation of Sacraments, has been named by Pope Benedict as the protector of the Sisters of the Order of St. Francis, at Joliet, Ill.

The Rev. Dr. F. Joseph Kelly, of the Catholic University of America, suggests that there be established in connection with that institution, a national school of sacred music. Such a school, he says, is an absolute necessity in the United States today, and the Catholic University, where all branches of science, both sacred and profane, are taught, is the logical place for its erection.

"To Know Why Men Fail"

Is to discover what makes others succeed."

History proves that those who spend all, never get very far ahead, and that those who save generally do.

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The Catholic School Journal

An Illustrated Magazine of Education. Established April, 1901. Issued Monthly, excepting July and August.

(Entered as Second Class Mail Matter in the Post Office at Milwaukee, Wis., under Act of Congress of March 3, 1879.)

SUBSCRIPTIONS—All subscriptions, domestic and foreign, are payable in advance. In the United States and Possessions, \$1.50; Canada, \$1.75; Foreign, \$2.00.

REMITTANCES—Remit by express or postal orders, draft or currency to The Catholic School Journal Co., Milwaukee, Wis. Personal checks should add 10 cents for bank collection fee. Do not send stamps unless necessary. Renew in the name (individual, community or school) to which the magazine has been addressed.

DISCONTINUANCES—If it is desired to close an account it is important to forward balance due to date with request to discontinue. Do not depend upon postmaster to send notice. In the absence of any word to the contrary, we follow the wish of the great majority of our subscribers and continue The Journal at the expiration of the time paid for so that copies may not be lost nor files broken.

CHANGES OF ADDRESS—Subscribers should notify us promptly of change of address, giving both old and new addresses. Postmasters no longer forward magazines without extra prepayment.

CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
Member of The Catholic Press Association.
445 Milwaukee St. MILWAUKEE, WIS.

FEBRUARY 1920

"Safety First" we hear and read at almost every point of human activity and the City of New York has commenced to show in movies to her school children the dangers on the streets—physical ones—not moral ones—oh, no. They are given the motto, "Stop. Look and Listen." Very good and then after seeing all the dangers as depicted in the films are sent on their way with—bless you, what do you think, a "Safety First" Catechism. Here are some of the things taught and no one will gainsay their practical use:

"Stop in the middle of the street to visit and you court death.

Always push your own bicycle—don't hitch on to autos or trolleys.

For if you do you won't hear the clanging of the ambulance.

Every school girl and boy should refrain from star gazing.

That is, looking at everything but the approaching car.

You must remember the streets are for vehicles—the crossings for pedestrians.

Finally look both ways.

Instead of crossing streets with head down or view obstructed.

Remember to make sure you are safe, then go ahead.

Safety should be the watchword of every schoolboy and schoolgirl.

Traffic policemen are glad to help the schoolchildren across—ask them.

How much of danger might be avoided if grown-ups would also heed these admonitions. To these words of caution might well be added oth-

ers for their moral welfare. Don't stop and listen to improper language. Don't look at the vile pictures on the bill boards of theaters. Don't buy or read forbidden papers. Don't indulge in conversation on the streets with strangers. Be on the safe side always. Watch out for the safety of your body. Yes, but don't forget your soul.

The subject of church music in our parochial schools is receiving merited attention from many sources. Dr. Jas. Boylan writes very practically of the subject in the current numbers of the Ecclesiastical Review. The hope of good church music lies in our schools, for as Dr. Boylan well remarks, "Our future organists, choir-masters and singers are in our schools now." He writes of a method being introduced by a Catholic lady of New York and seemingly a very successful one. Priests and Sisters as a rule will hardly credit the following statement:

"Demonstrations have been given in New York and Philadelphia. Priests who were present have wondered at children of nine singing the 'Exultet' at sight, though they had never heard of it before." This is almost incredible but assurance of such proficiency is given by another writer in the same issue of the Review. If so, this system bids fair to be rapidly established in our schools and will lead, one may hope, soon to the elimination of all improper music from our churches. May it be so.

Print paper is scarce, but our government seems to find an abundant supply to keep the mails overburdened with reports and numerous pamphlets telling of a thousand and one activities. Here comes a late one of some sixty pages. Advance sheets from the Biennial Survey of Education of the U. S. Bulletin No. 53, telling us all about "the educational work of the Young Men's Christian Association." But the query naturally comes, Why should this be printed and circulated by the Government in the days of heavy taxes and an almost universal cry for economy? A large part of the report is made up of the work done in army camps at home and abroad. Why not have this "Survey of Education" authorities induced to supplement this report with one giving some account of the same work undertaken under Catholic auspices—especially K. of C. But perhaps no one has submitted to them the necessary data or manuscript as has been done by the Y. M. C. A. who are past masters in the field of publicity.

There is something very practical in the words of that sane teacher, Dr. Butler of Columbia, when he says: "It is vitally important always and everywhere to be on guard against the domination of the accounting element in education. Machinery for measurement and record is necessary, but it is often more necessary that this machinery be not allowed to dominate the teacher and the

taught." The percentage and the graded averages, etc., do not make the successful pupil. They may be used as incentives to spur the careless, etc., but quite often a pupil will be able to receive a high average and in a few weeks forget the essentials of the questions of examinations. Too often parents are blinded by the high per cent, etc., their children receive and wonder in future days at the poor results. The cause lies in the mechanical way in which too much of popular education is conducted. Forced results, high per cent may make a temporary showing but lasting results do not always follow.

The every-day cares and duties, which men call drudgery, are the weights and counterpoises of the clock of Time, giving its pendulum a true vibration; and its hands a regular motion; and when they cease to hang upon the wheels, the pendulum no longer swings, the hands no longer move, the clock stands still.—Henry W. Longfellow.

Advantages of an Education.

The second edition of "Who's Who in America," containing the names of 7,852 Americans of more than local note in all lines of useful effort, has just been published. Of the 7,852 "notables" listed, 4,810 were college graduates. The editors of "Who's Who," after analyzing the figures, arrived at the following conclusions:

First—That an uneducated child has one chance in 150,000 of attaining distinction as a factor in the progress of the age.

Second—That a common school education will increase his chances nearly four times.

Third—That a high school training will increase the chances of the common school boy twenty-three times, giving him eighty-seven times the chance of the common school boy, and more than eight hundred times the chance of the untrained.

C. E. Ass'n to Meet in New York.

Preliminary announcement has been made that the seventeenth annual convention of the Catholic Educational Association will be held in New York City in the last week of June.

Educators are expected from all parts of the country as the proposed national legislation looking towards Federal control of public instruction has resulted in an awakened interest in Catholic education on the part of the Bishops and their school boards.

TEACHING THE ESSAY.

(Continued from Page 420)

admiration—the with-all-the-faults I-love-the-still sort of admiration?

Compare Father Faber's essay on "Kindness" and Shakespeare's "Macbeth." Note how the essay, by means of contrast, serves to explain much of the play. What passage from the essay might be taken as a commentary on Lady Macbeth's excessive love of her husband? Which as a commentary on Macbeth's false kindness when he refuses to fight Macduff because he had already killed Macduff's wife and children?

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Program

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Steal Away (Negro Spirituals)	35291
Declaration of Independence	17087
Minuet—Don Juan	
<i>Danced in Colonial costumes</i>	
Story of "Hail Columbia"	
Hail Columbia (President's March)	16137
Recitation: "The American Flag" (Drake)	35629
America the Beautiful (Band)	18627
Speed the Republic (Band)	
<i>Sung by the audience</i>	
Washington's Farewell Address	17371
Virginia Reel (Folk Dance)	18552
National Emblem March (Band)	17957

Lincoln's Birthday

with the Victrola
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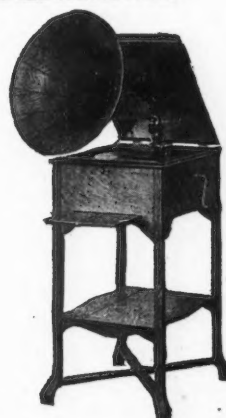
Program	
Patriotic Medley March (Band)	35657
My Old Kentucky Home (Band)	
Battle Hymn of the Republic (Band)	18145
<i>Sung by the audience</i>	
Recitation: "Lincoln the Great Commoner"	18200
I Want to be Ready	
Get on Board (Negro Spirituals)	18446
Arkansas Traveller (Folk Dance)	18331
Darling Nellie Gray	64729
Battle Cry of Freedom (Revised Version)	17582
"Gettysburg Address"	35377
Old Dan Tucker (Folk Dance)	18490
Lincoln Centennial March (Band)	16299

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PICTURE STUDY

Elsie May Smith

KABYLE—ADOLPH SCHREYER

Kabyle is a name applied to the Bergers of Algiers or Tunis. The Bergers are closely related to the southern Europeans, the Egyptians and the Ethiopians, varying in type from blue-eyed blondes to black-skinned brunetts. The blondes are chiefly found among the mountains and the dark-skinned distinguished from the nomadic Arabs by their attachment to agricultural and town life. The blonde Kabyles, it is thought, may represent the blonde Libyans depicted on ancient Egyptian monuments. They speak the Arabic language, and although Mohammedan, are not fanatical as are many of the Arabs. The scene of the picture is the desert waste land of Algiers. The soil is bare and rocky. A few straggling plants, mostly tangled naked roots, struggle through the crevices of the rocks, although above the rider's head we have a glimpse of more promising vegetation upon the crest of the overhanging bluff. Beyond this, the rough uneven ridge of the mountain pierces the whitish mist on the horizon, while the darkening slope of the mountain side, steep, rocky and unrelieved by any vegetation, dips downward to the broken stones that line the edge of the pool in the foreground. Against the dark, shaggy hillside, the prancing milk-white horse and his dusky rider stand out in bold majestic relief. Notice the wonderful sense of action that the picture gives—the life and animation of the horse with its extended limbs, tossing tail and open mouth. How slender and delicate the limbs, how fine the clear eyes and well-shaped head. Arabian horses have long been famous for their delicacy and beauty. Small, graceful, well modeled and animated with energy, vibrant through all his being with life and movement, the horse shown here with his flowing mane, soft white coat and majestic bearing is a worthy example of his race. Notice the rider, his strange oriental dress, the close-fitting cap, the ornament above his ear, the long pointed weapon in his hand; also the curious saddle with its long whip-cords, and the wide heavy straps of the bridle.

No doubt the horse and rider have just finished drinking from the waters of the pool, where they stopped for refreshment before continuing their difficult journey over the broken uneven mountain trail.

Question for Study

What is meant by "Kabyle?" In what country do the Kabyles live?

Therefore, what country is the scene of this picture?

Describe the physical features of the country shown here. Is it rocky and mountainous or level and fertile?

What is the nature of the plants shown? Is there much vegetation?

What is the mountain composed of? What borders the pool?

Where are horse and his rider placed? Is this a good position for them?

Name the fine points of the horse. What color is it? How is it contrasted with its rider?

Does the horse appear to be in action or standing still? How is the sense of action and movement given? What is the position of the horse's limbs? Of his tail?

Describe the horse's limbs with reference to their size and shape?

Is the horse small or large? Is it graceful? Finely shaped? Why do you think so?

Describe the rider's dress. To what nationality does he belong?

What does he carry in his hand?

What kind of saddle does he use?

What have the horse and his rider probably done at the pool they are just leaving?

Is a pool of water a welcome sight in such a country as this? Why? Is the horse pictured here a beautiful animal? Why do you think so?

How does he help to make this an attractive picture? Is he the center of interest or is his rider? Or is it the two together—the rider mounted on such a horse?

Do you like this picture? Why?

What thoughts does it give you? Does it increase your interest in the far Eastern countries? Would you like to know more about them, their people and their customs?

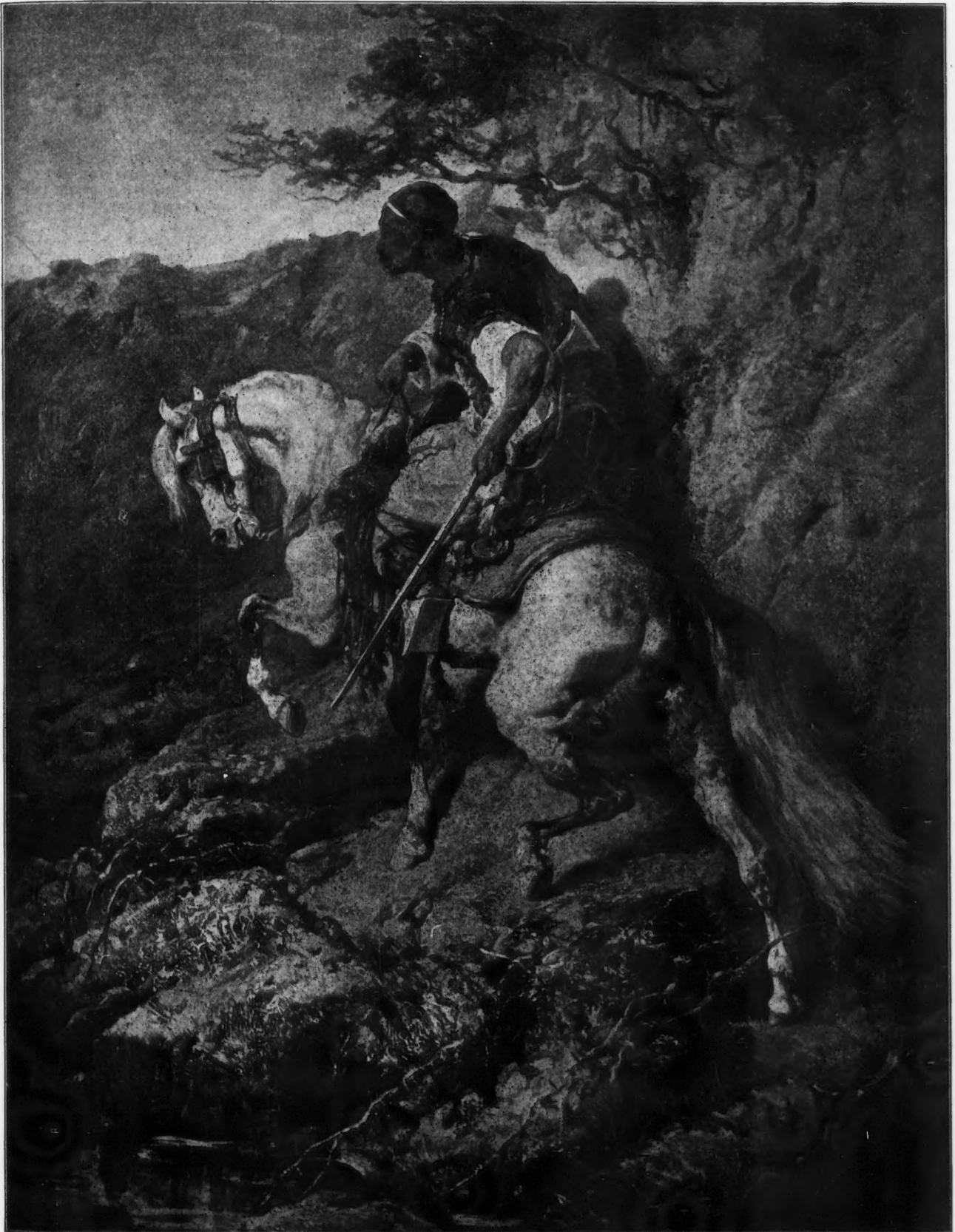
Do you feel more interest in the beautiful horses found there?

The Artist

Adolph Schreyer, a German animal painter, was born in Frankfort-on-Main, May 9, 1828. As a child he showed great fondness for painting horses. As he grew older, he frequently visited riding schools where he followed and studied his favorite animals. At the Stadel Institute he continued to study in theory and from models what he had learned practically at the riding schools. He also studied the anatomy of the horse. His passion for these animals continued with him throughout life and all his pictures are of horses or show horses in conjunction with human beings and situations. He was fond of painting the stormy side of life and has depicted many battlefields where horses are always shown to great advantage. They reflect the intelligence of their riders and seem to be in sympathy with their motives and desires.

A member of a distinguished and wealthy family, Schreyer has every advantage that travel and instruction can give. After leaving school, he went to Munich and later to Dusseldorf, where he made himself accomplished in the technics of his art. In 1848 the Prince of Thurn-and-Taxis invited him to accompany him in his travels. This he did, visiting Hungary, Wallachia and southern Russia. Everywhere he went he studied and made sketches. He carefully observed the Slavs and their beasts of burden. He also painted his first battle piece—a picture that met with great success. In 1855 he visited the Crimea, and the following year went with the prince to Syria and Egypt and later traveled with him in Algeria. The sketches and studies which he made during these journeys created a great impression in Paris upon his return, and Schreyer found himself on the road to success. He produced in rapid succession pictures of wild life in Eastern Europe in which horses played a conspicuous part. During his lifetime he visited at one time or other all the principal countries of Europe. He received medals at Paris in 1864 and 1865, and again two years later; at Brussels in 1863, and at Vienna in 1873. In 1862 he was made Painter to the Court of the Grand Duke Mecklenberg-Schwerin; in 1864 the Cross of the Order of Leopold was conferred upon him and he was a member of the Rotterdam and Antwerp academies, and honorary member of the Deutsches Nochtstift. He lived in Paris for many years and in style seems both German and French. He joins a poetic sentiment to bold conception and treatment.

There is a sureness and dash in the handling of his brush and remarkable richness in his coloring. He seldom repeats himself. His invention, founded on numerous sketches, seemed never to forsake him. His pictures have an overflowing energy of life. Those best known are "Cossack Horses," "Winter Landscape," horses huddled together in the snow, "Wallachian Post-Horses," "Detachment of Cavalry on the March," "Arabs Returning from the Fight," "Terror," horses madly flying, "The Wounded Horse" and "Chased by Wolves." He was interested in the Arab and his steed. One writer calls his pictures "bouquets of color" dazzling the eye with their Arabs in rich and picturesque costume reposing on the ground or mounted on their milk-white horses. Often the rays of the setting sun tip the sandy waves of the desert with burnished gold. Speaking of his scenes from Slavic life another critic remarks: "In our tamer civilization these scenes transported from the half barbarous lands of the Slavs have an air of exaggeration, almost of melodrama, but those who know the people and their manners assure us that all this storm and stress, this plunging and rearing of wild or half-tamed horses—hoofs pawing the air, manes and tails streaming to the wind, these swarthy men in queer outlandish garb, guiding with easy savage grace their reckless charge—all these things, we are assured are the everyday



Kabyle

Adolph Schreyer

sights and scenes of these countries so far removed from the route of the ordinary traveler."

In 1870, Schreyer joined the artist colony associated with the village of Cronberg in the beautiful Taunus country near Frankfort-on-Main. This was a quiet resting place in singu-

lar contrast to the wild life portrayed in his pictures. Thereafter he lived alternately here and in Paris. He died in Cronberg in 1899. His pictures are very popular in the United States and many of them are found in private galleries in New York, Boston, Baltimore and Washington.

NATURE STUDY AND GEOGRAPHY

Waupaca County, Wis., Normal School Faculty

"God intended no man to live in this world without working but it seems to me no less evident that he intends every man to be happy in his work."

1. Provide children with piles of leaves and then let them sort them with reference to edges, venation, whether from tree or herbs, etc.

2. Provide children with leaves and paraffine and then let them iron the leaves and mount them on cardboard. They may be mounted separately with a little description under each or may be mounted on large sheets of board with the name under each leaf.

3. Let children collect seed pods in the autumn and mount them on sheets of mounting board. They may be mounted in liquid glue or by sewing them onto the board.

4. Let pupils bring in samples of all the different woods they can gather. They may be simply limbs about one inch in diameter and four inches long with one end cut square and the other slanting to show the grain. These samples may be mounted on cardboard and make a fine showing.

5. Bring in many little pebbles of limestone, sandstone and granite. Let the children sort the stones into piles of the same variety.

6. Let children gather pictures of the various breeds of domestic animals and mount them in classes or groups and so make up a booklet devoted to the animals on the farm. Similar booklets can be made of farm implements classified into implements of cultivation, of harvesting, of seeding, etc.

7. Children may make pictures of the various scenes and implements which are associated with Esquimo or Indian life. These pictures may be properly grouped and arranged into booklets.

8. Children may make relief maps of the continents from a composition of salt and flour in about equal parts and moistened with water just sufficiently to mix. The map may be made on pieces of cardboard cut from pasteboard boxes.

9. Mixed piles of grains and seeds may be placed before the children and they may be asked to sort them, putting all seeds of the same kind together and naming them.

10. Pupils may be asked to make bottled collections of the seeds of the most common and noxious weeds and to learn to identify these seeds wherever they are found.

11. Pupils may collect the various products made from any raw material as wheat or corn and mount them on cardboard mounts.

12. Pupils may be set to making product maps or maps of any region on the earth which is being studied and on these maps are placed small samples of the various articles which are produced in the region mapped.

13. Children may be asked to make weather records, keeping track of the temperature, rainfall, cloudiness, amount of winds, etc. These may be kept as individual records or as one large class record.

14. Pupils may make wild animals, maps of the various continents, pasting on the maps of the continents, pictures of the animals, being careful to place the pictures in the regions which are occupied by the animals. Similar picture maps may be made of the vegetation of a continent, or of the peoples which inhabit it.

15. Pupils may be set to work making out tables of geographical facts. They may take a variety of forms, and deal with a large number of facts. For example, they may take the rivers of North America and tabulate them as follows: Name. Country. Source. Direction. Into what flow.

16. They may make travel booklets as follows: On the first page may be pasted cut-out pictures of the family who are to travel, on the next page pictures of the place from which they started, on the next a map of the route, on the following, some people they saw, on a later page some scenes they witnessed, or some animals they saw. The book can be thus continued indefinitely.

OUR FLAG

There are many flags in many lands,
There are flags of every hue,
But there is no flag, however grand,
Like our own "Red, White, and Blue."
I know where the prettiest colors are,
And I'm sure if I only knew
How to get them here I could make a flag
Of glorious "Red, White, and Blue."

I would cut a piece from an evening sky,
Where the stars were shining through
And use it just as it was on high,
For my stars and field of blue.
Then I'd want a part of a fleecy cloud,
And some red from a rainbow bright
And put them together side by side,
For my stripes of red and white.

We shall always love the "Stars and Stripes,"
And we mean to be ever true
To this land of ours and the dear old flag,
The Red, the White, and the Blue.
Then hurrah for the flag! Our country's flag,
Its stripes and white stars too;
There is no flag in any land,
Like our own "Red, White, and Blue!"

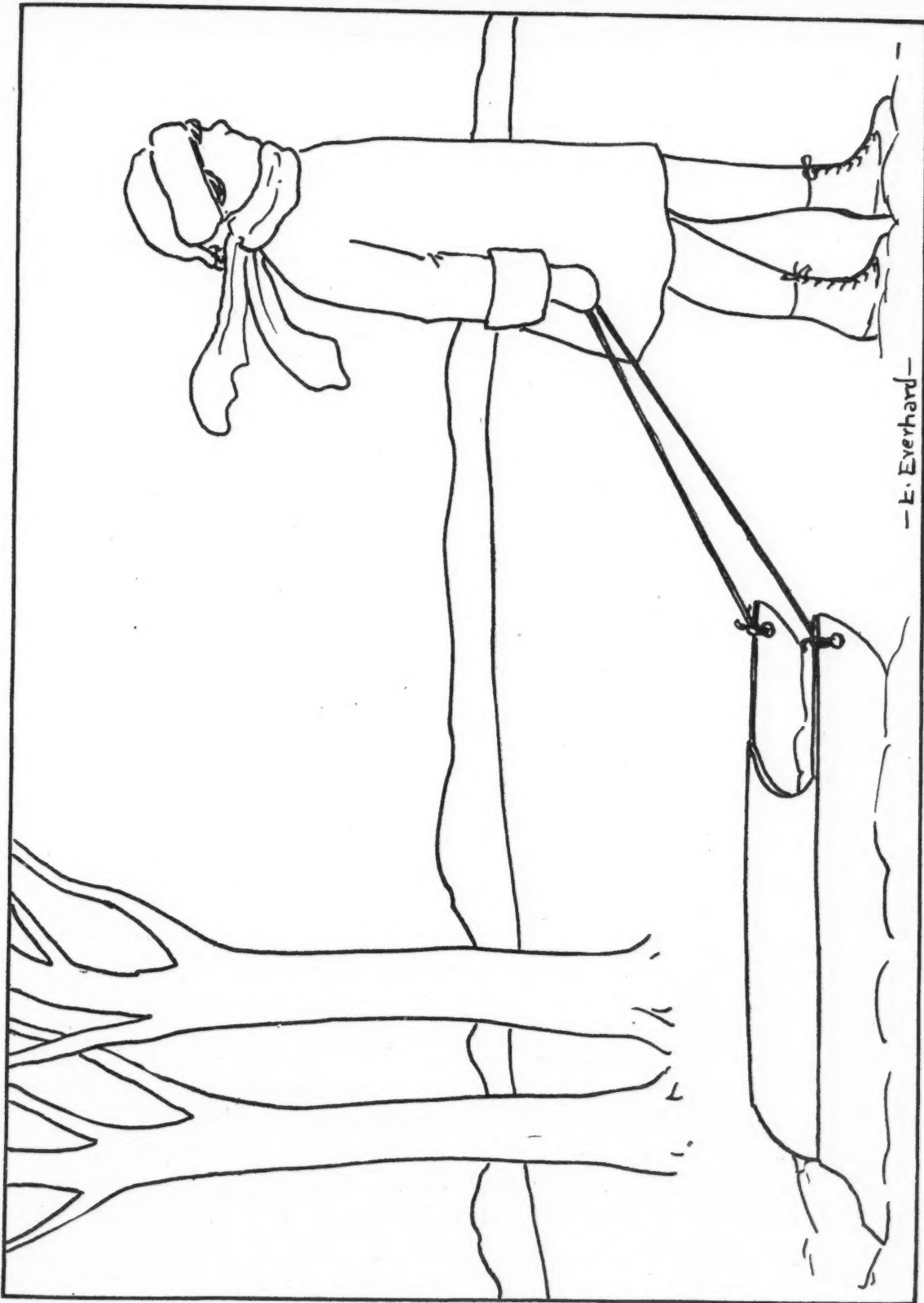
—Mary Howlister.

DRAWING FOR FEBRUARY

Ethel Everhard, Sheboygan, Wisconsin

The picture of the boy with the sled might be traced for the children to color. An occasional lesson like this is a real treat to the children, and it is good training for them too, in that it calls for neat, careful work in drawing, and wise selection of colors that are harmonious together. It gives them self-confidence, too. They feel that they can really do something worth while, and they like to have a nice piece of work to take home, or to put in the school room.

The runners and top board of the sled should be of different colors, and may be very bright colored, so also may the scarf around the boy's neck. The rest of the picture should be in dull colors. Have the children plan the color scheme themselves, and tell you the colors they are planning on using. Discourage the use of inharmonious colors. The ground should be left light to represent snow. Common blackboard chalk might be used for the snow.



— L. Everhard —

PICTURE FOR DRAWING AND COLORING

LITTLE STORIES FOR ORAL AND WRITTEN LANGUAGE

Carrie R. Starkey, Milwaukee, Wis.

POLICEMAN OF THE ORCHARD

"I am so tired of hearing Downy Woodpecker hammering all the time," said the Lazy Little Sparrow, who wanted to lay and sleep after all the others were up and getting their breakfast. "Why can't he stop hammering and let me sleep?" No one had time to answer her question, as each was busy hunting for breakfast. The Lazy Little Sparrow could not sleep, so she crawled out of her uncomfortable nest beneath the eaves and flew to the tree where Downy Woodpecker was making his hammer go "tap, tap, tap."

"Why do you do that?" asked the Lazy Sparrow in a cross tone. "Because this is my work," said the cheerful Woodpecker. "I am the policeman of the orchard, and all winter I have to keep busy looking for the robbers who are sleeping in the trees waiting for Spring to come to rob the trees of their buds and leaves. I am looking now for the moth's eggs that have been laid in the bark of this tree. If I do not eat them they will hatch a brood of caterpillars, who will eat the leaves of the tree as soon as they come out. I find the beetle's eggs and eat them so they will not live and spoil the trees. Here is a robber hiding under this bark now. Just watch me catch him." Downy Woodpecker hammered away with all his might, and the chips flew right and left. The insect hiding under the bark retreated into his hole as far as he could, but Downy Woodpecker's pickaxe fell thick and fast until he made a hole in the robber's den, and finally he brought forth the robber, a squirming little insect.

A PEEK AT DOWNY WOODPECKER'S BEDROOM

The Lazy Sparrow was no longer sleepy. She was very much interested in watching Downy Woodpecker, and was surprised to know that he was a policeman. When he caught the robber, she was greatly interested to see what he would do with his prisoner, so when Downy Woodpecker flew to another tree Little Miss Sparrow flew after him. Downy Woodpecker dropped to the ground at the base of the old apple tree and began climbing up. The Lazy Sparrow sat on a branch of the tree, where she could watch him. With the robber secure in his bill, Downy Woodpecker climbed up and up and up, going round and round the tree until the Lazy Sparrow grew dizzy just watching him. When he got up among the branches he disappeared, and when the Lazy Sparrow looked she could not find him. "Twee, twee," called the Lazy Sparrow, "where are you?" "Tap, tap," said the Downy Woodpecker, "I am here, come and see my nice warm bedroom." From an opening in the under side of a dead branch of the tree the bright eyes of Downy Woodpecker winked up at the Lazy Sparrow.

The Lazy Sparrow flew to the opening of the nest and found that Downy Woodpecker had dug out a deep hole for his bedroom, safe from the storm and wind. Into this bedroom Downy Woodpecker had carried leaves and straw and made a nice warm bed, where he spent the cold winter nights in sleep and often stayed in his warm room on cold, stormy days.

NO HOUSE FOR THE LAZY SPARROW

"I like your house," said the Lazy Sparrow, "I wish I had one like it, but I have no long, sharp bill to dig with." "Tap, tap," laughed the Downy Woodpecker. "Didn't you know I was a real estate agent with houses to rent? I own many houses in the orchard, and I rent them to my friends. If you want one you will find one in the old cherry tree at the far end of the orchard, and you pay your rent by helping me look for insects and keeping your house clean."

The Lazy Sparrow thought it would be a good deal of trouble to look for insects and keep a house clean, so she flew back to her own cold nest under the eaves. The next day it began to storm, and all the birds said it was going to be very cold and stormy. The Lazy Sparrow began to shiver, and she remembered the warm bedroom of the

Downy Woodpecker. Away to the far end of the orchard she flew, looking for the old cherry tree. She found the dead branch, and underneath was a large hole she knew had been made by Downy Woodpecker. "I'll just stay in this house until the storm is over," she said as she poked her head in at the door. "What will you do?" asked a voice from within, and there was a chickadee snug and warm in bed. "I came to live in this house," said the Lazy Sparrow. "Downy Woodpecker said I might have it." "You can just move on," said the chickadee. "I moved in yesterday before it began to storm. There is another one in yonder apple tree, maybe you can have that one," said the chickadee. Over to the apple tree flew the Lazy Sparrow, but at the door of the nest she was met by the Titmouse, who had moved his family into the house. Back to the home of Downy Woodpecker flew the Lazy Sparrow, intending to tell her troubles there, but Downy Woodpecker had moved out and had rented his house to the Blue Jay, who was getting her bed ready to sleep until the storm was over.

"Where shall I go out of the storm?" asked the Lazy Sparrow as she spied Downy Woodpecker eating a dinner of dog wood berries. "I'm sure I do not know," said Downy Woodpecker. "I told you where there was a house for rent, but you were too slow, and the chickadee and the Titmouse got ahead of you. Now you must find your own house. Mine are all rented." He flew away to his new home out of the storm, while the Lazy Sparrow had to go back to her cold nest under the eaves.

BOBBIE'S BOBBING PARTY

It was Bobbie's birthday, and Mother said Bobbie and Betty and Billie could have a bobbing party on the hill near the mill pond. It was to be a moonlight party, and Mother was to fix a nice supper for them while they coasted. All the little girls and boys had been invited, and Father had made them a new bob that would hold lots of little folks.

The Mean Boy lived by the mill pond and because he was a Mean Boy the children did not invite him to their party, and this made him very angry. "I'll fix their old party," he said to himself, and that night after the children had gone home he carried out a great load of ashes and sprinkled them upon the hill. "Now I guess they cannot have their bobbing party," he said as he went home and went to bed. "No bob will run over those ashes," he told himself as he fell asleep.

The fireman in the station near by had watched the Mean Boy throwing ashes on the hill. He did not stop him, but after he had gone home to bed the fireman got out his heavy hose and washed the ashes all away.

"Now I guess I'll take a hand in this party," said Jack Frost, who had been watching the whole performance. He blew his cold breath upon the hill, and in the morning the hill was just like glass, just fine for coasting. So the party came off all right, while the Mean Boy looked on with envious eyes and wondered where his ashes went.

BOBBIE WILL OBEY NEXT TIME

"Bobbie, I have told you twice to sweep the snow off the front porch, and I shall not tell you again," said Mother in severe tones. Bobbie did not mean to disobey his mother, but he was reading his new book that came for Christmas, and he was so interested in his Book of Birds and Beasts that he forgot all about sweeping off the porch. When Mother spoke severely Bobbie put his book aside immediately and, taking the broom, went out on the front porch. As he swept his broom hit something that rustled and, looking down, he found a pile of letters lying on the porch beneath the snow. He took them in to Mother, and was surprised to find that they were all addressed to Bobbie.

"Have you forgotten that this is Valentine's Day?" asked Mother. Inside each envelope was a handsome valentine for Bobbie, and THEN the little man was glad he had obeyed Mother and swept the porch.

GOLDIE LOCKS' VALENTINE

The little bird on the window sill turned his head with a knowing air and saw little Goldie Locks sitting there. "I'll sing her a song of hope and cheer, a song that she will be

glad to hear, I'll sing of the good old summer time, and that shall be my Valentine."

Goldie Locks heard the happy tune and thought the summer had come so soon. She dreamed of birds and flowers and sun and counted her blessings one by one. "I'll soon have my health, and then you'll see what a merry chase I will give to thee. I'm glad of your nice valentine, but I'll give you mine in the summer time when I can run and romp and play and sing with you all the live long day."

HOUSEHOLD ARTS AND DOMESTIC SCIENCE

Department of Agriculture

PATTERN RECIPES FOR SIMPLIFYING BAKING

Recipes are guides for the cook just as paper patterns are guides for the dressmaker. The good dressmaker does not purchase a new pattern for each new garment that she makes but uses her plain sleeve, her plain waist, and her plain skirt patterns and alters them to meet individual requirements and current styles. So the home maker should learn to simplify her food preparation by using a few basic or standard recipes, learning the general proportions of ingredients in them and the standard method of combining these ingredients and varying these recipes to meet her needs, rather than blindly following every new recipe appearing in cookbook, magazine, or newspaper. To analyze these new recipes, says the office of home economics of the United States Department of Agriculture, would be to find that almost all of them are variations of a few simple patterns or types, divided or multiplied, differently flavored, baked in a new form or otherwise changed in some such detail.

Quick batters and doughs make up a large group of our common foods for which recipes are almost endless yet all are variations of the few types given in the table.

How to mix the ingredients (except for pastry).—Mix sugar with shortening. Add egg (in some cakes only the yoke is added at this time—the separated white is folded in the batter at the last). Add liquid and sifted dry ingredients alternately.

The way to make pastry is: Mix fat and flour thoroughly, then add water slowly. Mix and roll thin.

All of these basic recipes can be varied in a number of ways. Take the plain cake for example, by varying the flavorings, etc., one can have many recipes from the one pattern recipe.

Variations with One Batter

For layer cake.—Bake batter in layer cake tins. The various layers may be differently colored if desired. Put together with filling or frosting.

Here Are the Pattern Recipes

	Flour	Baking powder	Liquid	Shortening	Sugar	Salt	Eggs	Flavoring
Griddle cakes	2 cups	3 tsp	2 cups	2 tbsp	1 tbsp	1 tsp	1 or 2	
Muffins	2 cups	4 tsp	1 cup	1 tbsp	1 tsp	1 tsp		
Muffins (richer)	2 cups	2 or 3	¾ cup	2 or 4 tbsp	¼ cup	1 tsp	1 or 2	
Doughnuts	2 cups	2 tsp	½ cup		½ cup	1 tsp	1	
Cookies	2 cups	2 tsp	¾ cup	4 tbsp	½ cup	1 tsp	½ or 1	
Tea biscuits	2 cups	3 tsp	2/3 cup	1 tbsp				
Baking powder biscuit	2 cups	4 tsp	¾ cup	2 tbsp		1 tsp		
Pastry	2 cups		4 tbsp	8 tbsp		½ tsp		
Plain cake	1½ cup	2 tsp	½ cup	4 tbsp	¾ tbsp	¾ tsp	2	½ tsp

VEGETABLES NECESSARY IN THE WINTER DIET

Vegetables should be freely included in the winter diet as well as in the summer one. Doctors say that tired-out feeling which many people have at the end of winter—"spring fever"—often comes from a lack of fruits and vegetables in the winter diet. Plenty of vegetables keep the children well and make their meals more appetizing. Vegetables mashed and put through a sieve are more easily digested by little children.

Salts of many kinds are needed by the body, or it will not work smoothly. Vegetables and fruits are rich in them and if you eat a variety you are sure to get all the kinds of salt you need.

When the water in which vegetables are cooked is thrown away, valuable salts are often wasted. Sometimes the flavor is not desirable, but if it is good save this water for soup or gravy. An even better process is to cook the vegetables in as little water as possible so there is none left to drain off, or bake or steam them. Canned and dried vegetables often need only skillful seasoning to make them taste as good as the fresh variety.

Canned corn is very good when turned into a baking dish with the addition of milk and seasoning added, heated through, in the oven, and allowed to brown on top. Outside stalks of celery, a green pepper, or both, chopped and added before baking, will vary the flavor of the dish.

MANNERS EVERY CHILD SHOULD KNOW

Martha Persis Smith, Kansas City, Mo.

Suggestions

These verses may be used very well for a part of the morning exercise. They may also form language or spelling-lessons-dictation. "Do People Like My Way?" contains material for suggestive questions in language, and makes a good lesson in quotation marks.

Before the pantomime of "Don't Interrupt" the Spirit of Good Manners, a girl in blue and silver or red and gold, with a wand trimmed with the colors, should recite the verses.

Concerning Age

1. Where the older ones stand now,
You will stand one day.
To their honored places
Your feet must find the way.
2. Much of kindness and respect
They should win from you.
Every little courtesy,
Or gracious deed you do,
3. Shows not only thoughtful love,
But means a blessing, too,
Which, when you're old and need it,
Some good child will bring to you.

Rise

1. When guests at your home
Come to call,
Boys and girls,
Large and small,
Everybody rise!
2. When guests from your home
Take their leave,
Good manners then
May they perceive!
Courteously rise!
3. If introduced you
Are to be
To your feet
Immediately,
Always rise!
4. Our country's hymn you
Chance to hear,
For the land you
Hold so dear
Reverently rise!

Rise

Scene—Simple living room set. (Mother knitting, Father reading paper; little girl playing piano softly or knitting or crocheting, three boys at table with dictionary writing.)
Bell rings.

Mother—"Francis, will you go to the door?" (Francis heard ushering in callers, while Mr. and Mrs. Graham and children rise expectantly. Mother goes forward, followed by father, and greets two ladies.)

Mother introduces, "Mrs. Gregg and Mrs. Clark, this is my daughter, Nancy, and these are my boys, Francis and Tom, and their schoolmate, Robert Everett."

The ladies shake hands with the children and Francis places chairs. Mother and Nancy and boys resume work.

Mrs. Clark—"We have been intending to return your call for two or three weeks. You were so kind to come to see strangers so promptly. We hoped that Mr. Clark could come, but he is out of town."

Mrs. Graham—"We are sorry not to see Mr. Clark but glad you did not wait longer. Neighbors should know one another."

(Local conversation results of war, peace, city news, farms, crops, or weather.)

(Mrs. Gregg rises and crosses to boys.)

Mrs. Gregg—"What are you writing, boys, may I ask?"
Boys rise as she comes up.

Tom—"A composition on—"

Mrs. Gregg—"Won't you read it, Tom?"

Tom—"Yes, Mrs. Gregg, though, of course, it has not been corrected."

(Tom reads. As he finishes all compliment him.)

Mrs. Clark—"Now, Nancy, we'd like to hear you play if you will."

(Nancy plays a short, simple piece. Visitors approve.)

Mr. Graham—"Let us all sing 'The Star Spangled Banner.'"

Mrs. Clark—"Yes; we haven't any young people at our house to help us sing."

(All gather around the piano and sing.)

Curtain.

DO PEOPLE LIKE MY WAY?

There is a certain little tale
Of two men, who one day
Conversed about another one,
Whose name was Brown, we'll say.

Said Number One, "I like him not,
And you may put it down;
He has a sullen, grouchy air;
I do not like your Brown."

"Be not so hard," said friendly Two,
"Your judgment hold, I pray;
He is not bad at all at heart;
That grouch is just his way."

But Number One replied, with scorn,
"I notice what you say;
But that is just the point, my friend;
I do not like Brown's way."

This means we should not gloomy be,
Nor wear a sullen air;
And if the world is "out of joint"
Just keep our faces fair.

So, children, think of Brown a bit,
And don't forget to say,
Quite often, as you onward go,
"Do people like my way?"

DON'T INTERRUPT! JUST WAIT!

Now, all boys and girls,
Who want to be heard,
Whose business seems mighty and great,
Here's good advice, and most freely given:
Don't interrupt! Just wait!

You're sure you are right,
Or have something to ask,
And eager your question to state,
It will keep, my dears, a few minutes more;
Don't interrupt! Just wait!

Your fathers, your mothers,
Your teachers, and friends,
Will admire this beautiful trait
Which gives you power to control your tongue.
Don't interrupt! Just wait!

Pantomime of "Don't Interrupt"

Scene—A living room. Mother and caller are seated, seemingly in earnest conversation, with frequent gestures. Little girl comes in quickly, sees visitor, stops and bows politely or makes a curtsy. Visitor holds out hand and child comes nearer, shakes hands, steps to her mother's side, and waits until the mother turns, as much as to say, "What is it?" Little girl seems to ask something eagerly. Mother nods and smiles. Child appears delighted, bows again to visitor and hurries away. Caller looks after her and nods approvingly.

MARION MITCHELL.

Fairy Valentines.

CHURCHILL—GRINDELL,
Authors and Publishers of Children's Songs.

1. A mil - lion ti - ny snow-flakes Came danc - ing down to earth; They filled the gloom of
2. And ev - 'ry ti - ny vio - let, Each rose and dal - sy too, Be - neath earth's win - ter

win - ter With glad - ness and with mirth, They kissed the lone - ly pine - trees, And
blan - ket, Smiled to her - self; she knew That snow-flakes come from fair - ies, And

all the with - ered vines Reached out their arms to wel - come The fair - ies' val - en - tine.
warm be - neath the snow, She heard the snowflakes' mes - sage, Which is, "I love you so!"

CHORUS.

Val - en - tines! waft - ing down Kind - ness from a - bove,

Out of the air where the fair - ies dwell, Lit - tle white gifts of love.

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(From Churchill-Grindell Songs)

The Catholic School Journal

BIRD STUDY FOR FEBRUARY

THE CHICKADEE

Edward Howe Forbush in Audubon Leaflet

When winter winds rage in the forest and snow thickens the air, Chickadee, merry and unafraid, hustles about amid the storm, fills his little stomach with insects, and, as the dreary night shuts down, hies him to some snug, sheltered refuge, where, warm and dry, he sleeps away the long winter



Chick-a-dee

night. Nothing daunts him but the ice-storm, which crusts the trees and covers his food with a heavy crystal sheath. Then, indeed, he creeps to shelter, wherever it may be found, and there he stays until the storm is spent.

Many children will recall the nursery-rhyme about "Little Tommy Tittlehouse," who "lives in a little house." The Chickadee belongs to the Titmouse family, which contains a large number of species scattered widely over the northern hemisphere, and highly serviceable to civilized mankind. Our Black-capped Chickadee may be found at some, if not all, seasons of the year in eastern Canada and the northeastern United States, where it is the prevailing woodland bird, particularly in winter.

Digging a Nest-hole

A hole in a decayed birch-stump, two or three feet from the ground, a knot-hole in an old apple tree, in a fence post, or in an elm, forty or fifty feet from the ground, the deserted home of some woodpecker, or a nesting-box, may be selected by the Chickadee for its home. Commonly it digs out a nest-hole in the decaying stump of a birch or pine. It is unable to penetrate sound wood, for I have seen it try to enlarge a small hole in a white-pine nesting-box, but fail to start a chip. Often the Chickadee gains an entrance through the hard outer coating of a post or stump into the decaying interior by choosing, as a vantage-point, a hole made by some woodpecker in search of a grub. The Chickadee works industriously to deepen and enlarge this cavity, sometimes making a

hole nine or more inches deep; and the little bird is wise enough to carry the tell-tale chips away and scatter them far and wide—something the woodpeckers are less careful to do. Sometimes the hole is excavated in the broken top of a leaning stump or tree, and once I found one in the top of an erect white-pine stump with no shelter from the storm.

The nest is placed at the bottom of the hole, and is made of such warm materials as cottony vegetable fibers, hairs, wool, mosses, feather, and insects' cocoons. Every furry denizen of the woods, and some domestic animals, may sometimes contribute hair or fur to the Chickadee's nest. One nest was made entirely of cotton that had been placed in a nesting-box for the use of the birds.

Eggs and Young

The eggs vary somewhat in color, but are commonly white, spotted with reddish brown or finely marked with a paler shade. Both birds take turns in sitting, and the eggs hatch in about eleven days, the last one laid requiring sometimes twelve or thirteen days. The young leave the nest in about two weeks from the date of hatching. Sometimes two broods are reared in a season.

Chickadee is a very attentive little husband, often visits his mate while she is sitting on her eggs, and, besides relieving her of a part of this labor, frequently feeds her on the nest.

The Chickadee has named himself, and repeats his name often, with several additional dee-dees or chee-dees. Toward spring, he sometimes attempts to "pour out his soul in song," but a few jingling notes represent his finest efforts. The long, pensive, musical phoebe, which he utters most often at that season, given with the first note accented and the last falling, is regarded by many writers as his song, but it is uttered by both sexes. The young in the nest give a faint and wheezing imitation of the chickadee, and, when they cry all together, their combined voices suggest the hissing of some huge snake.

An Optimist

It's impossible to do more than touch upon the habits of this delightful bird in a leaflet like this. An adequate history of its bright and cunning ways, its many expedients and devices, would fill a book. Its chief apparent characteristics, from a human point of view, are courage, optimism, industry, activity, helpfulness, and joy in life. Emerson calls the Chickadee "a scrap of valor." One gifted writer says of its activity:

"Chickadee refuses to look down for long upon the world; or indeed to look at any one thing from any direction for more than two consecutive twelfths of a second. 'Any side up, without care,' is the label he bears; and so with anything he meets, be it a pine-cone, an alder-catkin, or a bug-bearing branchlet; topside, bottomside, inside, outside, all is right side to the nimble Chickadee. . . . Blindman's buff, hide-and-seek, and tag are merry games enough when played out on one plane; but when staged in three dimensions, with a labyrinth of interlacing branches for hazard, only the blithe bird whose praises we sing could promptly master their intricacies."

Expertness in Fly-catching

Altho he is no fly catcher, the Chickadee takes insects on the wing with ease, and often catches in the air those which fall from the trees or from his own clutch.

I have seen a Chickadee reach after a flying insect, spring back downward, catch it in the air, and, turning a somersault, alight on a branch below. Another swung completely around a branch, like a gymnast doing the "giant swing." Every pose possible to a bird in a tree is taken by our little acrobat. His head turns quickly from side to side, his wings and tail flit this way and that, as he turns, twists, pecks, and peers in pursuit of the insects which form the greater part of his food. Often his prying habits lead him to the hiding-place of a dozing owl, and then, no matter how large and powerful the enemy, Chickadee raises the alarm and sounds the attack,

stirring and leading the feathered mob which gathers to execute the common foe.

Chickadee's Friends

Notwithstanding his small size, this diminutive, black-capped bird is a leader. After the breeding-season, he is almost always the central and foremost spirit of a little band of warblers, nuthatches, creepers and kinglets, and is frequently followed by a woodpecker or two. In autumn, Chickadees gather into bands of one or more families and scour the woods, searching out the most favorable localities for their food. Migrating warblers follow their call, knowing that it always leads them to food. Chickadee knows the ground; he has spied out the land, and invites all to join in his good cheer.

Follow the Chickadee, and you will see, sooner or later, most of the woodland birds. But he is not, by any means, confined to the woods. He visits the orchard and the shade-trees, picks up crumbs at the farm house door, enters the woodshed, picks out borers from the firewood, and helps himself to the bacon that the farmer uses to grease his bucksaw. He confides in man to a remarkable degree. He hangs about the camp of the wood-chopper, looks for the "full dinner-pail," and sometimes comes and feeds from the hand. Many times in the woods his curiosity has led him to fly close about my head and peer with bead-like eyes into my face, and in numberless instances he has placed absolute confidence in those who have fed him in winter.

Preserver of Trees

Probably no bird is more beneficial to mankind than is this little Titmouse. He lives very largely on insects destructive to trees; even in winter, much more than half his food consists of insects or their eggs. Myriads of the eggs of plant-lice, bugs, canker-worms, moths and bark-lice are eaten. No insect appears to be too large for him, and none too small

to escape his sharp eyes and his little pointed bill. If a caterpillar is too big for him to swallow, he holds it under foot and pecks out its vitals, discarding the rest. If the larva is too large and powerful to be held in this way, the bird draws it over a twig, and, seizing both ends in his feet, swings back downward underneath the twig, pecking away until he has reduced the struggling captive to submission.

Protector of Foliage

Many larvae, including those of the apple-moth and the gipsy-moth, destructive bark-beetles, some weevils and scale-insects, are killed in myriads by the Chickadee. C. E. Bailey computed that one Chickadee would destroy 138,750 eggs of the canker-worm-moth in twenty-five days. Professor Sanderson estimates that 8,000,000,000 insects are destroyed by Chickadees each year in Michigan. My own experience, for ten years, has shown that trees may be absolutely protected from leaf-eating insects by attracting Chickadees through the year.

Our little Titmouse does not depend entirely on animal food, and therefore can exist when the trees are incased in ice and snow. He takes some weed-seeds, picks up a little waste grain, eats the seeds of pine, hemlock, alder, and some other trees, and a few winter berries, particularly those of the wax-myrtle, or bayberry. Sunflower-seeds, meat, suet, and nuts are relished when he can get them, but he is not known to have any harmful habits.

Distribution

This, the Black-capped Chickadee, is resident throughout the northeastern United States, and southeastern Canada. Three other subspecies have been defined. 1—Longtailed Chickadee, of the western interior and the Rocky Mountain region, from southern Alaska to Kansas. 2—Oregon Chickadee, of the Pacific coast region from British Columbia to Oregon. 3—Yukon Chickadee, of northern Alaska.

FOR THE STORY HOUR

A STORY TO BE READ TO YOUNGER PUPILS; TO BE READ BY THE OLDER PUPILS

Margaret Upson

Away in the southern part of our country, where the spring comes very early, there lived a little girl named Viva Calloway. She was only 6 years old, and had never gone to school; because she had never been as well and strong as most children of her age. But Viva knew all about Valentine's Day, and this was the day.

Early that morning Viva had awakened with a start; for something cold and damp had been suddenly pushed against her face. Then she had smiled and sat up in bed, for there was her little pet puppy, white and curly, curled up beside her on her pillow.

"Why, Snowball, where did you tum from?" asked the little girl; but the puppy only nestled close in her arms, and made no other answer. "O! I know why you 'tumbed,' this is Valentine's Day and you 'tumbed' to wake me up to go watch for Valentine, didn't 'oo?"

Then she had jumped up and dressed just as fast as she could, and all day long she had played around the front door, watching for the postman to bring her a valentine. Once he had come, and Viva had scampered out to meet him, but it was only a big business letter for her father, and Viva had gone back into the house, disappointed.

Now it was late in the afternoon. Viva was almost ready to cry; for it seemed that everyone had forgotten all about Valentine's Day—even the weather man; for instead of a bright sunny day, as most spring days are, this day was cold and dark, and Viva thought the rain would begin at almost any minute.

At last Viva's mother came into the hall and saw her little daughter's sorrowful face. "Why don't you put on your coat and take Snowball for a frolic out of doors, dear?" she said. "It was so bright and warm yesterday that I don't think the ground will be too damp."

So Viva put on her wraps and she and Snowball started out for a play. At first Snowball scampered around his little mistress; but at last he ran away, down into the fence corner at the far end of the lawn, and began to dig among some dead leaves which had been blown into the corner by the wind.

Viva ran toward him. Just then she saw the postman across the street; he had left a valentine for some children there. Viva heard them laughing about it, and again she felt almost like crying to think that not even one had come to her.

But just then Snowball gave a joyful little bark and ran toward her. Then he hurried back to the pile of dead leaves. "What has he found?" thought Viva, and ran to the place.

There, under the leaves, where Snowball had scraped a clearing, was a tiny little spring flower. Hidden under the warm leaves. It had bloomed before any of the other plants had awakened from their long winter's sleep.

Quickly Viva picked the little blossom and hurried to the house. "O mother, mother!" she cried, "just see the valentine Snowball brought me. Isn't it ever and ever so much better than any paper one anyone could have sent me?" O, Snowball, I'm so glad you gave it to me!"

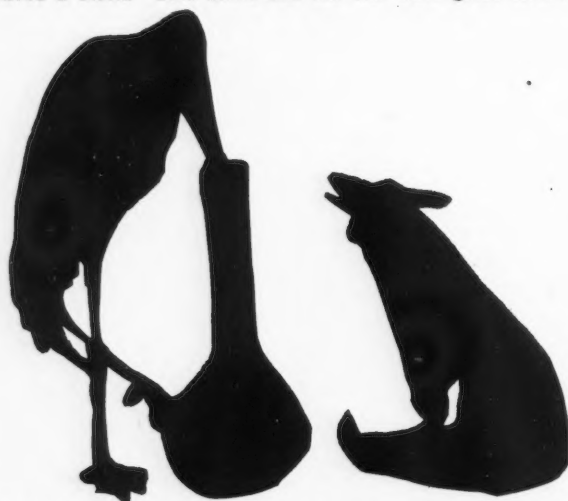
The giant armory at the University of Illinois is said to have the largest unobstructed floor space in the world. It is 400 feet long and 225 feet wide. The Chicago Coliseum could be set inside the armory and enough space would remain around it to drill a full regiment.

READING, LANGUAGE, PAPER CUTTING AND DRAMATIZATION

Ruth O. Dyer

THE FOX AND THE STORK

There was once upon a time a quiet wood in which there lived a sly old fox. At the other side of the woods there lived a stork. This stork and the fox were great friends.



One day they were sitting down beside a tall tree talking. "I never saw such a dull place," said the fox, "I haven't been invited out to dinner for an age, and when I lived in that other forest I went every day."

"I'll tell you what we'll do," said the stork. "Suppose you give a dinner and invite me, and I'll give a dinner and invite you."

"Just the thing," said the fox. "Tomorrow you will dine with me. Good-bye, Mrs. Stork. Don't forget to come," and the old fox bowed his way out the door.

The next day the fox said to himself, "Now, that greedy old stork thinks I'll go out hunting and get her a good meal, but she's dreadfully mistaken. I'll just take this meat I have and make a little stew."

But when he had made the stew he found that there was not nearly enough for himself.

"Now, this is a pretty affair," said the fox, "and I'm as hungry as a bear. I know what I'll do I'll get that flat dish and put this stew on it and Mrs. Stork with her long bill will not be able to get any of my dinner. Then I can have all I want."

No sooner had the fox poured his stew in the large shallow dish than he heard a "Rap, rap, rap" at the door, and when he opened it there was the stork looking fine and clean with every feather in place.

"Dinner is all ready," said the fox, "Have a seat," and he sat down on one side of the large dish. Mrs. Stork sat down on the other side. "Now," said the fox, "help yourself." And he put out his long tongue and lapped all the stew quickly from the dish. "It has been a very nice dinner," said the stork politely, as she left. "Now, remember, tomorrow I shall be pleased to have you dine with me."

Now the next day the stork thought: "What can I do to show Mr. Fox just how mean he was yesterday? I know—I'll get that tall glass jar and I'll make some soup and fill it. Then, perhaps, he'll understand how I felt."

So she brought out the tall glass jar and made some soup. It was thick and rich and it smelled fine.

So the stork, when she had made the soup, sat down to watch for the fox.

By and by she heard him coming, tramp, tramp, tramp. He came, and bowed nearly to the ground as he said, "How do you do, Mrs. Stork? Am I late?"

"No, not at all, Mr. Fox. Dinner is ready and we will sit down and eat."

The stork reached her long bill into the jar, but Mr. Fox could only lap a drop now and then as it ran down the side of the jar. Mr. Fox looked very cross indeed, but Mrs. Stork only laughed at him and said, "So, you see, Mr. Fox, a joke is often returned with interest."

DRAMATIZATION OF "THE FOX AND THE STORK"

(Fox and stork sitting down under tree talking.)

Fox (yawning)—I never saw such a dull place. I haven't been invited out to dinner for an age, and when I lived in that other forest I went every day.

Stork—I'll tell you what we'll do. Suppose you give a dinner and invite me, and I'll give a dinner and invite you.

Fox (looking pleased)—Just the thing. Tomorrow you will dine with me. (Rising to go.) Good bye, Mrs. Stork. Don't forget to come.

(Fox bows low and walks rapidly towards his home. Stork hurries towards her home.)

Fox (On next morning)—Now, that greedy old stork thinks I'll go out hunting and get her a good meal, but she's dreadfully mistaken. (Takes meat down from the shelf.) I'll just take this meat I have and make a little stew.

(Prepares his meat for cooking, cooks it and looks at the stew critically.)

Fox—Now, this is a pretty affair! I'm as hungry as a bear! I know what I'll do. I'll get that flat dish and pour this stew in it and Mrs. Stork with her long bill will not be able to get any of my dinner. Then I can have all I want. (Gets shallow dish and pours stew in it. A loud rap, rap, rap is heard at the door. Fox opens doors and finds Mrs. Stork there.)

Stork (Bowing low)—Good morning, Mr. Fox.

Fox—Good morning, Mrs. Stork. Dinner is all ready. Have a seat.

(Fox seats himself on one side of dish and stork on the other.)

Fox—Help yourself. (Fox greedily laps up all the stew. Stork looks on in surprised manner.)

Stork (Rising to go)—It has been a very nice dinner. Now, remember, tomorrow I shall be pleased to have you dine with me. Good-bye.

(Mrs. Stork bows low and fox turns with a look of relief.)

The next day.

(The stork is seen sitting by her table looking puzzled.)

Stork—What can I do to show Mr. Fox just how mean he was yesterday? (Face brightens.) I know—I'll get that tall glass jar and I'll make some soup and fill it. Then, perhaps, he'll understand how I felt.

(Stork brings out the tall glass jar and makes the soup and sits down to wait for the fox. Soon the tramp of feet is heard.)

Fox (Bowing nearly to the ground)—How do you do, Mrs. Stork? Am I late?

Stork (Rising and bowing)—No, not at all, Mr. Fox. Dinner is ready and we will sit down and eat.

(Stork reaches her long bill into the jar. Fox looks surprised and laps the drops from side of vase.)

Stork—Ha! Ha! Ha! So you see, Mr. Fox, a joke is often returned with interest.

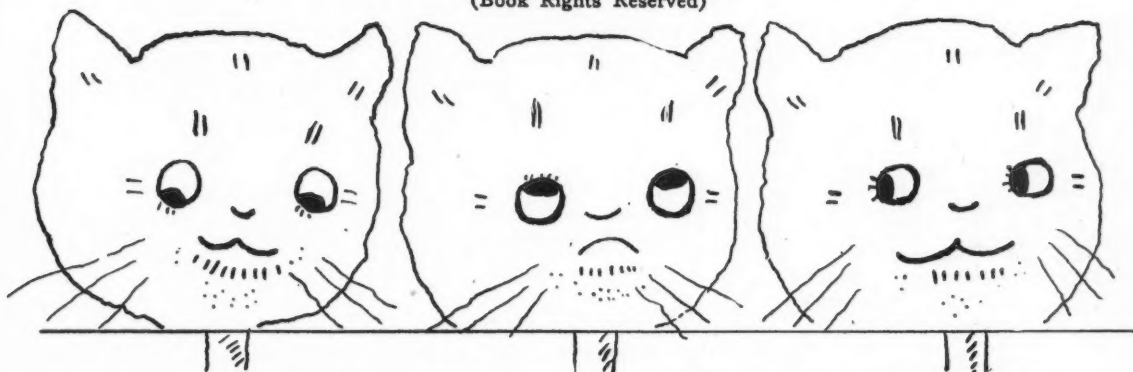
Detroit, Mich., Board of Education a few weeks ago named a new \$250,000 school building, now in course of erection, the Henry R. Pattengill School, in honor of that man, who was an inspirational force in Michigan education for many years.

Speaking of shortage of teachers: There are thirty-five vacancies in the College of Agriculture of the University of Illinois, and there is no hope of filling the vacancies this year. Insufficient salaries is said to be the cause.

The Catholic School Journal
A PUPPET PLAY FOR ANY DAY

437

Laura Rountree Smith
(Book Rights Reserved)



THREE LITTLE KITTENS WHO LOST THEIR MITTENS

(Make Puppets of Paste Board)

Three Little Kittens in Mother Goose Town,
Search for their mittens all up and down.
Puppets will find it a safe rule,
To learn some lessons, too, in school.

Characters—

Three Little Kittens, Owl, Punch, Judy, Baby, Toby, Ten o'Clock Scholar, Clock, School Bell and Waste Basket.

Time—Any time of day.

Place—Mother Goose Town

Scene I.

First—

We're Three Little Kittens
Who lost our mittens.

Second—

Oh my, oh my, oh my,
We now can have no pie!

Third—

We've lost our mittens,
We're sad little kittens.

Owl—

Who—who—who?
Kittens, how do you do?

First—Wise old Owl, give us advice.

Second—Be sure to suggest something nice.

Third—We'll act upon it in a trice.

Owl—

I try to remember, each year in September,
To learn as a rule, some answers in school.

All—

Perhaps we will find our mittens in school,
Ha, ha, ho, ho, we will keep each rule!

SCENE II.

(In School)

Ten O'Clock Scholar—

I'm a Ten O'Clock Scholar, so awkward and shy,
To hide in the corner, I think I will try.
Everything to me is new, a lonesome feeling, very true,
No matter how the school bells chime
I never get to school ON TIME.

Clock—

You can hear the school room clock,
Singing softly tick, tick, tock,
Be on time, you should remember,
School begins in glad September.

School Bell—

I'm your friend, I ring and sing,
And I observe most everything,
Ding dong, ding, do not be late,
Come in on time at any rate.

Waste Basket—

I'm empty quite, I used to hold

More scraps than you were ever told,
I'll be your friend, for as a rule
You'll find me here in every school.

Three Kittens—

We're Three Little Kittens who lost our mittens.
To find them we will try.

Ten O'Clock Scholar—

How do you do, dear little kittens,
I'll help you by and by.

Three Kittens—

If we can find them by and by,
We'll hang them on the line to dry,
And share with you, our promised pie.

Ten O'Clock Scholar—

Punch and Judy are in town,
They often travel up and down;
Perhaps they saw the pretty mittens,
Lost by three sad little Kittens!

Three Kittens—

To Punch and Judy we will go,
Three Little Kittens all bow low.

SCENE III.

(With Punch and Judy)

Punch—Pit-a-pat, what is that?

Judy—It sounds to me just like a cat.

Kittens—Meow, meow, meow.

Punch—Judy, open wide the door.

Judy—You'd better go, they knocked before.

Punch—Ha, ha, ha, they're Three Little Kittens!

Judy—They're always looking for lost mittens.

Baby—Come in, kittens! ha, ho for mittens.

Kittens—Did you see our mittens?

Punch—Ask Judy.

Judy—Ask the Baby.

Baby—Ask Toby.

Toby—

I ate up the mittens

Of Three Little Kittens.

Kittens—No pie, no pie, no pie.

Judy—

I'll knit away, knit away,
Making mittens night and day,
Knit two, purl two,
Making mittens bright and new.

Punch—

Magic mittens, magic mittens,
Better far, for little Kittens.

(He waves his wand and down come the mittens on a string, and hang around the neck of each of the kittens.)

Kittens—

We'll hang them on the line to dry,
Hurrah, hurrah, we'll have our pie!
Three Little Kittens now will cry
Punch and Judy, dear, good bye.

Toby—I did not eat them after all.

(All run after, chasing Toby.)

A PATRIOTIC PUPPET SHOW WITH WAX-WORKS

By Laura Rountree Smith

Puppets with very stolid faces,
See them dance and take their places,
Wax-work figures bow to you,
All 'neath the Red, and White, and Blue.

Characters—Soldier, Sailor, Red Cross Maid, Uncle Sam,
Star, Knitting Bag, Drum, Wax-Work Figures.

Time—All the year round.
Place—Every school room.

Soldier—

A patriotic Puppet Play
Should be in order, quite today,
A rat-a-tat, a tum-ti-tum,
The soldier boy must beat his drum.
His mind made up, he cannot stop,
Over the top—over the top!
(Tries to go over screen.)

Sailor—

Come back soldier, we discover,
It is peaceful, war is over.

Soldier—

Over the top—over the top!

Red Cross Maid—

I'm the Red Cross Maid, the soldier's friend,
Ever ready, wherever you send!

Soldier—

Over the top—over the top!

Red Cross Maid—

War is over, what shall we now do
To serve our flag, red, white, and blue.

Soldier—

Wherever we go, whatever we do,
We'll teach all to love the red, white, and blue.

Sailor—

Sailing, sailing, over the sea,
Sailing 's a bonnie life for me.

Red Cross Maid—

Click, click, click, my needles go;
I formed this habit long ago.

Soldier—

Let's try to do all the good we can,
And be every inch American.

Uncle Sam—

Ha, ha, ha, hale and hearty,
I'll join the Patriotic Party;
We need boys and girls 'tis true
To stand by the red, and white, and blue;
Let's march today, 'neath banners gay,
Red, white, and blue wave on away!

Soldier—

Over the top—over the top!

(Exit—Re-enter from time to time.)

Knitting Bag—(Face above it)—

I did my part as never before;
I know I helped to win the war.

Soldier—(Takes fancy work from the bag)—

Ho, ho, your embroidery I discover,
Better keep that under cover!

Sailor—(Takes a novel from the bag)—

Ha, ha, you certainly are a wag,
To keep books in a knitting bag!

Red Cross Maid—(Takes out box of candy)—

To carry candy is not wrong,
Perhaps it helps the work along!

Knitting Bag—Dear me, dear me, I must have taken the
wrong bag, I did truly intend to carry my knitting today,
but this bag is so useful for other things! Dear me, dear
me, I will do my knitting tomorrow!

Drum—(Face peeps over it)—

A tum-ti-tum, we come, we come,
In time to the beat of the well-worn drum;
The marching feet with rhythmic beat,
Go proudly up and down the street.
A tum-ti-tum, we come, we come,
All honor to the well-worn drum!

Star—I am a star; what a world of history in my shining
form; I point to the star that shone in the east long ago;
I point to the star that first shone in the battle fields; I point
to the single star on the service field hanging in the window;
I point proudly to forty-eight stars on a field of blue.

All—Long live the star!

(A flag is displayed, lowered at the back of stage slowly.)

Soldier—

Though we are but Puppets in a row,
We honor the flag before we go.

Sailor—

The Soldier, the Sailor, the Red Cross Maid,
Of nothing in this wide world afraid.

Red Cross Maid—

We all will bow our heads to you,
Hurrah, hurrah, red, white, and blue!

(Exist Puppets—A screen is removed, showing six figures
sitting very stiffly on the stage, they are the Wax-Work
figures, and the Showman introduces them one at a time;
assists them to come forward, winds them up at the back;
they go through their part, and return stiffly to seat. The
Wax-Work figures for this play wear red, white, and blue
sashes, caps and capes.

Showman—

Here is the famous Wax-Work Show,
And many a song and speech they know;
The Wax-Work figures all will try
To entertain as hours pass by.

1st Figure—(Comes forward, sings "Yankee Doodle," stops
in the middle, is wound up, continues the song.)—

2nd Figure—(Comes forward, dances stiffly and fans, con-
tinues to fan at seat until unwound.)—

3rd Figure—(Comes forward, recites patriotic poem.)—

4th Figure—(Recites.)—

I'm only a Wax-Work figure you see;
No one so fashionable as me.
I always heed Dame Fashion's decree,
No matter what the weather may be.
A Wax-Work figure can't come to harm,
For pride will always keep him warm.

(Throws aside cape and shows fashionable dress, whirls
slowly, replaces cape.)

5th and 6th Figures—(Two end figures are now wound up
and come to meet, holding flags, back off, meet again, whirl
round each other, stand side by side, raise and lower flags—
stiffly recite.)—

There are colors old and colors new,
But none like the red, and white, and blue.

Showman—

Now for the wonder of the show,
I'll charm you all before you go;
My task's uncertain, I don't know whether
They all will sing in tune together.

(He winds them all up, waves wand, counts; they all rise,
wave little flags, and sing chorus to "Star-Spangled Banner."
The curtain falls. (Soldier, Sailor, Red Cross Maid return.)

All—

Gayly skipping, lightly tripping,
Dance the Puppets in the show,
Smiling brightly, bow politely,
As in days of long ago.



Get YOUR FLAG and the Flags of our Allies FREE!

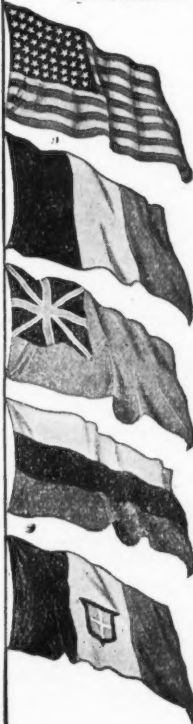
OLD GLORY'S place now is in every school yard and every school room in the land. Love of country no less than duty demands this show of the colors. Next to the stars and stripes put the flags of the Allies.

Teachers—every pupil of yours should be familiar with the flags of the nations fighting for liberty; fighting to preserve what our forefathers won for us in '76.

You can make every day PATRIOTS' DAY and without a cent of expense, through the help of your scholars, secure the flags and portraits needed for decoration. We are the originators of this plan and have already given away over 50,000 American flags to schools. Get yours at once. Read these offers:

OFFER No. 1

We will send you 50 emblematic flag buttons in the national colors or assorted with portrait buttons of Washington, Lincoln and James Whitcomb Riley. They are beauties. Your pupils easily will sell them for 10 cents each. Return the \$5.00 to us and we will send a beautiful silk U. S. Flag, 32 x 48 inches, heavy quality, mounted on staff with gilded ornament FREE.



OFFER No. 3

To proudly place next to the Stars and Stripes you will want a set of our Allies' Flags, each 16x24 inches, mounted on staffs with ornaments. There are five of them, American, French, English, Belgian, and Italian. New history is being made so fast every day that it is hard to keep pace with events of tremendous importance. As battles are fought and won it will help you show the colors of the nations who are fighting that freedom shall not perish from the earth. These flags of the Allies are beautiful for inside ornamentation. We will send them for the sale of 35 buttons at 10 cents each—FREE.

OFFER No. 4

We have secured sets of handsome silk flags of the Allies, five of them, American, French, English, Belgian and Italian. They are each 12x18 inches and mounted on staffs with ornaments. You will be glad to use these beautiful flags anywhere. They are rich enough to grace any well appointed home no less than the school room. They recall the glories won by Joffre, Haig, Pershing, and the brave boys on the battle fronts of the Marne and along the Belgian front. You will want the tri-color of glorious France which stood firm against the selfish cruelties of imperialism and saved the civilization of the world. You will want the flag of Britannia's fleet which has kept the German Navy bottled up. For the sale of 50 buttons at 10 cents each we will send the lot—FREE.

State Department of Public Instruction OF INDIANA

Indianapolis, Ind., Dec. 18, 1916.

To whom it may concern:
I am acquainted with the Mail Order Flag Company of Anderson, Indiana. It gives me pleasure to say that I personally know the members of this firm and can say in positive terms that they are reliable and responsible. Their plan of supplying flags and pictures to the schools is a very excellent one.

Very truly yours,
(Signed) Chas. A. Greathouse,
State Supt. of Public Instruction.

OFFER No. 2

We will send a high-grade standard U. S. flag 5 ft. x 8 ft., fast colors. The stripes are sewed and the stars embroidered on both sides. This flag will stand the weather and is made to use anywhere indoors or out. This is the flag for all practical purposes. Carry it in your class parade! Rally round it as you sing The Star Spangled Banner. For the sale of 50 buttons at 10 cents each—FREE.

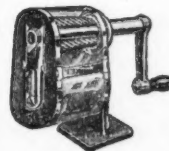


OFFER No. 5

Americans today are talking of Washington and Liberty, Lincoln and Freedom, and Wilson and Humanity. You will be delighted with our wonderful "Oil-Process" paintings of these great Americans. They are wonderful pictures, showing the artists' touch found in the original, the brush marks, rich colorings, and pigments just as they were laid on the canvas. As durable and beautiful as the originals. Can be washed and will never fade. These portraits are 13x16 inches in a 1 1/4 inch gilded frame. For the sale of 35 buttons you may choose one picture, for the sale of 60 buttons two pictures, and for the sale of 75 buttons we will send all three pictures—FREE.

OFFER No. 6

This Giant Pencil Sharpener, not the small kind for standard pencils only but for every pencil from the smallest to the largest. Does not break the lead and saves time as well. For both hard and soft pencils. For the sale of 25 buttons at 10 cents, we will send you the Pencil Sharpener—FREE.



20 years ago we began this plan of giving flags to Schools FREE. We are the oldest company of the kind. Established 1898. Over 50,000 satisfied customers among teachers throughout the United States.

MAIL ORDER FLAG CO., 150 Meridian St., ANDERSON, IND.
SIMPLY FILL IN AND MAIL COUPON BELOW TO US.

MAIL ORDER FLAG CO., 150 Meridian St., Anderson, Ind.
Gentlemen:—Send me post paid.....Flag, Washington, Lincoln or James Whitcomb Riley Buttons (cross out the kind you don't want). As soon as sold I will remit you the proceeds and you are to send me, all charges pre-paid.

(State the number of offer you accept)

Sign your name and address in full:

Name.....
Address.....
City.....State.....

Teachers who have secured flags for their own schools are invited to write for our special offer showing how they easily can make considerable extra money. Mail Order Flag Co., 150 Meridian St., Anderson, Ind.

The Catholic School Journal

ALL HONOR TO WASHINGTON

By Willis N. Bugbee

Characters—Anna, Alice, Dorothy, Emma, Burt, Fred, Tony, Stanley, Jacques and George Washington Johnson.

SCENE

A Street. (Enter Girls L.)

Anna (pointing off R.)—Oh girls, do look at those boys!

Alice—What's the matter with them, anyway?

Dorothy—I don't know. They seem to be having some kind of an argument.

Emma—See how Tony's swinging his arms about.

Alice—Yes, and all the others, too, for that matter.

Dorothy—Let's wait and see what it's about.

Anna—Yes, let's go. Isn't it fun to watch them?

(They stand a moment watching R., giggling occasionally, as if something funny were occurring. Voices are heard in argument.)

(Enter Boys.)

Tony (swinging arms)—No sir, I say he not-a de greatest general.

Stanley—Course he not the greatest general.

Burt—But I say he is!

Tony—And I say he not-a de greatest'.

Fred—Burt's right, and we'll leave it to these girls if he isn't.

Anna—What's the trouble, anyway?

Burt—We're trying to convince these fellows here that Washington was the greatest general.

Fred—And Tony keeps insisting that some bald-headed man was the greatest one.

Tony—I say de great-a Garibaldi—he de best-a one evera time. He mak-a de Italy free. He fight-a laka da—everating.

Stanley—And I say Koscinko was the greatest.

Jacques—No, no ze great Napoleon—he beat them all. He ze conqueror of Europe.

Burt—Yes, but he got licked at Waterloo and had to go and live away off on an island. That's what happened to him.

George (laughing)—Hi golly! Don't it make yo' jes' wanter laff to head dose fellahs go on? Jes' as if Marse George Washington wasn't de greatest' gen'ral dat ebber lib.

Alice—You're all right, Washy, George Washington was the greatest—

Tony—Ah, but de great-a Garibaldi—

Stanley—And the great Koscinko—

Jacques—And ze great Napoleon—

Fred—Hold your horses, you fellows! Can't you let the girls finish what they have to say?

(Meanwhile George continues to laugh heartily.)

Girls—Go on, Alice.

Alice—I was going to say that Washington was the greatest American general.

Tony—Yes, he de great-a 'Merican general, but de Garibaldi—

Alice—He was the greatest general of Italy.

George—Hi gracious! He make yo' sick talkin' bout dat bald-headed man.

Stanley—And Koscinko—

Alice—He was one of the greatest men of Poland.

Jacques—And what about ze great Napoleon?

Alice—Of course he was a great general of France, but Washington was the greatest American general, and if you're going to live in America you should honor him as such.

Tony—Now I know wat you mean. In Italy it ees Garibaldi, in Poland it ees Koscinko, in France it ees Napoleon, but in America Washington he de beega man.

Burt (laughing)—That's the idea. You're on the right track now.

George—An' I'se de chap wat's named arter him—Gawge Washin'ton Johnsing—dat's me sho' nuff.

Fred—It's no credit to him, Washy.

George—An' I done tries to be mo' an' mo' like him ebry day.

Tony—Mebbe you tella us soma ting 'bout dat a Washington man so we lova and honor him, too.

Burt—Sure! Why can't you girls tell him?

Emma—We can.

Anna—He was born and lived in Virginia, at Mt. Vernon.

Alice—He was commander-in-chief of the Continental armies.

Dorothy—He won our independence from Great Britain. That's why we celebrate Fourth of July.

Emma—He was the first president of the United States.

All—He was "First in war, first in peace and first in the hearts of his countrymen."

George—I know somethin' else 'bout him.

Fred—What's that, Washy?

George—He was de only white man wat nebber tole a lie.

Burt—The only white man that never told a lie?

George—Yes, sah, course I dunno 'bout de white wimmen. Yo' see, one time when Gawge's fader went to de circus—

Alice—To the circus?

George—Yessum, to Barnum an' Bailey's circus, I guess 'twas. Dat was when Gawge was a littl' kid like me, an when his fader was gone he done went out to de woodpile an' got de ax an' den he went roun' to whar de big hoss chestnut tree was an—

Emma—A horse-chestnut tree?

George—Yessum, I guess 'twas. An' when his fader got home an' see de tree was cut down he axed Gawge who done it an' Gawge owned right up an' said, "Fader, I nebber tell no lies; I done it wif de ax."

Emma—Well, what happened then?

George—Oh, I mos' fo'got. His fader patted him on de top of his head an' said, "Well done, my son. I'se mighty glad de ol' tree am cut down." (All laugh.)

Burt—Well, if he never told a fib, you can certainly make up for him.

Dorothy—Washington was a great friend of Lafayette, too. Jacques—Ah, ze great Lafayette! We shall all do honor to ze friend of Lafayette.

Emma—And Koscinko fought in his army.

Stanley—The Polish people will honor him because of that.

Tony—And we all maka him da great-a honor because we all lika da freedom. Hurrah for de great-a Washington.

(All join in singing any good Washington song.

(Curtain.)

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"I took a piece of plastic clay
And idly fashioned it one day,
And as my fingers pressed it still,
It moved and yielded at my will.
I came again when days were past,
The bit of clay was hard at last,
The form I gave it still it bore,
But I could change that form no more.

I took a piece of living clay,
And gently formed it day by day,
And molded with my power and art
A young child's soft and yielding heart,
I came again when days were gone;
It was a man I looked upon;
He still that early impress bore
And I could change it never more."

CATECHISM—TEACHING.

Rev. M. V. Kelly, C. S. B.

Learning by Rote.

The proposition I wish to make in this issue is so foreign to general usage, undoubtedly most of your readers will not consider it worthy of examination, much less of trial with a view to future acceptance. I dare to maintain that religious instruction should be carried on with a **minimum use of verbal memory.** This, of course, does not apply to learning the ten commandments or anything from Holy Writ.

What is essential for the christian, primarily and absolutely, is to **understand** the teachings of Holy Faith. Thus far it is purely a case of grasping ideas; in what words those ideas happen to be clothed is altogether immaterial. Because some particular compiler of a catechism happens to have expressed Christian doctrines in certain words and phrases carefully chosen by himself, why must we impose on children the obligation of committing all these words and phrases to memory? Once we are satisfied that the pupil has thoroughly grasped the idea intended to be conveyed should we not consider this well enough? Will there be any adequate gain in having him learn scrupulously the formula some one else has used to communicate that idea? If a grammar pupil can readily distinguish a participle and verbal noun should the teacher insist upon his learning a set form of words explaining that distinction?

Although almost every catechism in print supposes, by its very structure, a memorizing of the text, although ninety-five per cent of our teachers assume that no other procedure could be tolerated, I cannot remember ever hearing definitely from any source whatever why this method should prevail.

Why should the pupil be required to learn answers by rote? This is certainly the question to be answered. Have any of us ever seen or heard of its being answered satisfactorily? Is it claimed that this is the surest and most expeditious means of **understanding** the doctrine therein expressed? But have we not agreed that nothing should be memorized but what has been first understood? Would any one have us believe that we grasp the sense of a statement not by an exercise of reason or understanding, but by an exercise of memory? Or, in other words, that we understand not by understanding but by remembering what we never understood?

Clearly, if this practice of learning by rote is to be commended at all it must be entirely for the purpose of retaining. Having got possession of the idea the pupil must next learn by rote a verbal expression of the idea in order to retain it. Now, which is the ordinary pupil more likely to retain—the idea which he has grasped, which he has made his own, which is one of the things he can talk about and put into practice, or the words in which some person else has expressed that idea. In answer to this our ordinary experiences supply endless evidence.

The little child who has been told that there are three persons in God, that Jesus was born in a stable, that He died on the Cross and rose from the dead, that an unbaptized child cannot go to heaven, will remember it all with scarcely an effort, though he has never been required to repeat the words of the catechism in which these truths are stated. The young man of twenty-one, seven or eight years out of school, preserves a clear notion of what is meant by "temptation" occasion of "sin," "grace," "indulgence" of the distinction, between "slander" and "detraction," "oath" and "vow," though, if required to pass an examination on the actual words of the catechism, would with difficulty be allowed a report of twenty-five per cent. Or, renew your acquaintance with a young man once tolerably instructed in his religious duties, but for several years neglectful of their practice; he will remember perfectly the importance of a good confession as well as what is necessary to prepare for it, and will have completely forgotten the Confiteor and Act of Contrition.

"But," it will be urged, "surely verbal memory has some place in the work of instruction. No one believes in doing away with it entirely." Certainly not. Pedagogy is a science and this is one of the questions its students have investigated in detail. Would it not be well to bring the results of their inquiries into classes of religious instruction? Is there any reason to suppose that a successful

(Continued on Page 448)



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Catholic School Question in Ottawa.

The first improvement in the Catholic School question in Ottawa which has occurred in several years has just been made. As the first step towards the goal of two Separate School Boards (one English, and one English-French), two committees of trustees have been formed by the Separate School Board, one English, to which is entrusted the management of the English schools, and one French, to which is entrusted the management of the English-French Schools.

Mother Becomes Nun.

A distinguished lady of the aristocracy, Senora Zelia Pedriera de Abreau Magalhaes of Brazil, after having generously given to the service of the Lord her nine children—three boys becoming priests and six girls Sisters of Charity—recently entered the congregation of the Servants of the Blessed Sacrament, after becoming a widow. She received the sacred habit at the hands of one of her own priestly sons, who, after a touching allocution, in which he brought out the example of the Mother of God calling herself the "Servant of the Lord," concluded with these words: "My dear mother, from now on you will not call yourself any more Zelia Pedriera de Abreau Magalhaes, but in religion Sister Mary."

Good Response to Pope's Appeal.

The Pope's appeal on behalf of the suffering children of Central Europe met with a generous response on Holy Innocents Day throughout the British Isles. The Protestant Archbishops and the heads of the other non-Catholic churches has already issued a manifesto, in which they associated themselves with the benevolent efforts inaugurated by the Holy Father.

"My New Curate" Dramatized.

The Reverend Clergy, Heads of Colleges and Directors of our Catholic Societies, will welcome the Dramatization of Canon Sheehan's masterpiece, "My New Curate."

Brother Benjamin of St. Xavier's College, Louisville, Ky., has had this edifying, elevating and thorough Irish play copyrighted, and in a few days it will come from the press.

The play was staged in Boston and Louisville while in manuscript form, but now it is on the market to be produced all over the United States.

Coming at this opportune time when everyone should be loyal to the Irish cause and the Irish question, "My New Curate," as a drama, will receive a great welcome. The great eviction scene brings reminiscences and tears to many who witness this beautiful drama.

St. Xavier's College Alumni has already played it thirteen times and always to crowded houses. This speaks well for an amateur production. It is easily staged and can be produced year after year.

Copies of the drama will be sent to any one upon receipt of \$1.00.

Address Brother Benjamin, A. M., St. Xavier's College, Louisville, Ky.

Condemn Ireland's Educational Bill.

Strong condemnation of the proposed Irish education bill was expressed at the assembly of the cardinal, archbishops and bishops.

Speakers described the measure as the most demoralizing scheme put forward for Ireland since the act of union. They declared that until Ireland was governing itself an attempt to abolish the existing boards of education, as proposed by this bill, would be resisted, as the measure deprived the clergy of control.

If it were put in force, it was insisted, it would be the duty of the hierarchy to instruct Catholic parents regarding the education of their children.

Gift for Catholic Education.

The well-known Tracey McGregor estate on the river front, a mile above Ford City, Ontario, has just been purchased by Mrs. Josephine Gaulker, of Grosse Pointe, for \$125,000, and presented as a gift to her daughter, Mother Clare, superior general of the Ursuline religious. The fine estate comprises, in addition to a handsome modern mansion, 70 acres of land extending from the channel bank back to the Tecumseh road, also livestock and farming implements. The estate is to be known henceforth as "Glen-garda Ursuline Academy of Our Lady of Prompt Succor." The site will be used for school purposes and as soon as possible will be adorned with a group of buildings.

Prominent Woman Enters Convent.

Miss Frances McKinstry, who made her solemn profession in the Carmelite monastery at Santa Clara, Cal., recently, is the daughter of the late Elisha W. McKinstry, associate justice of the supreme court of California.

She is a sister of Brigadier General Charles Hedges McKinstry, United States Engineers, formerly of Camp Sherman, O., and later of the A. E. F.

The McKinstry family are converts to the church. On one side of the house they come of Mayflower stock and on the other from old New York families.

Gregorian Chant Congress.

One of the most notable events of the musical world will be the International Congress of Gregorian Chant, which is scheduled to convene at St. Patrick Cathedral, New York City, next June. Among the distinguished exponents of sacred music who will be present are Very Rev. Dom Macquereau, prior of Solemnnes, now at Quarr Abbey, Isle of Wight, who is conceded to be the greatest musical theoretician who ever lived; and M. Joseph Bonnet, concert organist of the Church of St. Eustache, Paris, one of Europe's most distinguished organists.

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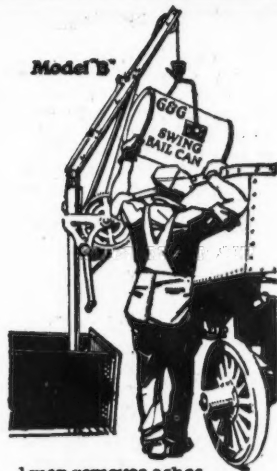
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GENERALIZATION.

F. J. Washichek, A. B., LL. D.



PROF. F. J. WASHICHEK

The fourth formal step of the recitation is generalization. In this step the mind advances from an examination of individual concrete facts and from relating them to similar known truths to the higher general ideas arising from a consideration of concrete facts. It now reaches general truths or conclusions through investigation of particular ones.

A simple illustration of generalization would be the observance of the cogent fact that if one practices any art, profession, manual or intellectual endeavor, he becomes more and

more skilful in them. Rejecting every other factor except practice regarding success, the mind abstracts this feature and generalizes by stating that "Practice makes perfect."

Of such paramount importance is generalization that we may safely state that generalization and application of general truths is the true aim of teaching and any teaching which fails to reach this aim is inefficient and incomplete.

Generalization performs the valuable service of making truth universally applicable. It formulates and condenses knowledge into convenient formulas, rules, and principles to be stored in the mind for future use. It is the acme of the thinking process, producing the highest finished intellectual product. Generalizations are the framework of all science or organized knowledge. In fact science is only a system of organized, related generalizations, the intellectual stock in trade with which the mind deals, the known standards by which we investigate, weigh and in-

terpret the unknown and classify our permanent mental possessions. Thus does generalization help the mind to acquire, make significant, and organize new truths into condensed, consistent forms for practical application.

The importance of a proper appreciation of the fact that generalization gives rules, definitions, laws and principles should be clear to every teacher. The old pedagogical maxim of "rules precede processes" formerly followed by so many students and educators, has been rightly reversed into "processes precede rules" since rules are really the outgrowth of processes. If we know how to do a thing well, we can make our own rule, which after all is simply a guiding summary of the salient phases of a process. After the mind has been prepared, the process is presented, observed and studied. When similar other examples have been considered and their essential phases observed, the mind grasps and comprehends the process. Not until this has been accomplished does the mind summarize the essential phases, generalize and deduce its own rules clearly and tersely as a future guide. The study of the process simply shows the "what and why" of this step. The rule, then, is merely a guidepost directing the procedure.

Definitions, too, are formulated in much the same way, in fact, definitions are the results of a process of generalization. Before we can define anything we must know what it is. To do this we must first examine it. Having done this we are prepared to define it. For example, a pupil who has examined a number of bodies of land entirely surrounded by water is prepared to define an island. Having observed a number of churches in which the bishop has his official seat, the student is ready to define a cathedral. In doing this he classifies and differentiates, i. e., he specifies the genus and differentia of the things which he examines. In formulating the definition "An island is a body of land entirely surrounded by water," he has only elevated his perception, of individual ideas to the conception of the essential qualities or characteristics of a class of objects. In other words he has merely generalized his knowledge. Hence examination and study invariably precede defining.

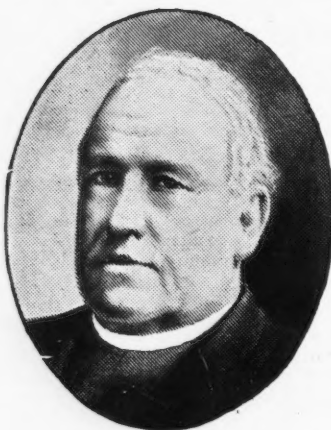
(Continued on Page 448)

Montreal University Appropriation.

The Government of the Province of Quebec has introduced a bill, which is certain of passage by a large majority, providing for an appropriation of \$1,000,000 to the Catholic University of Montreal in five annual instalments of \$200,000. The university was almost completely destroyed by fire recently.

Dominican Sisters.

The Dominican Sisters of Sinsinawa, Wis., have been invited by Archbishop Mundelein to go to Chicago for the purpose of establishing a Catholic College for Women. The need of such an institution in Illinois is urgent and, as the sum of about \$1,000,000 will be required for its erection and endowment, the Archbishop, together with Bishops Ryan of Alton, Dunne of Peoria, Muldoon of Rockford and Althoff of Belleville, has authorized a state-wide campaign to raise the required amount during February. Archbishop Mundelein has pledged a personal donation of \$5,000 to the fund.



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Early Training in Citizenship.

The problems arising in the reconstruction period demand quite as much devotion to country as those of the war. Conditions of Social unrest can only be settled by justice and right training in citizenship. The kindergarten provides this right training early in life. The hope of our nation lies in our children and all of the 4,300,000 little ones of kindergarten age should have this training which only 500,000 are now receiving.

The democratic kindergarten is the place for first lessons in efficiency, adaptability, and good citizenship. The games teach fair play, honesty and consideration for the rights of others; the patriotic songs and stories sow the seed of love of country; the block building, clay modeling and paper work lay the foundations of the skilled mechanic and teach head and hand to work together.

If more of our neglected little children could have this splendid training in honesty, efficiency and self-control, there would be a tremendous saving of money to the state in the maintenance of reformatories, prisons and asylums. Our park benches contain many pathetic examples of dishonest, inefficient, lawless men whose early years were wasted. What better investment can we make of our time, our money and our effort than to forestall this lamentable result of neglect by early training in honesty, efficiency and adaptability, making citizens who are an asset and not a liability to the state?

Appreciation of the kindergarten is growing, and parents all over the country should work to secure its advantages for their little ones, all of whom are entitled to receive them.

P. P. CLAXTON,
U. S. Com. of Education.

Bishop Lillis Advocates Institutional Visitation.

At the noon-day Mass in the Kansas City cathedral New Year's day, Bishop Lillis delivered the sermon and spoke principally on the necessity of fully appreciating the agencies within the church that are practically bearing the burdens of religion. He referred specifically to the schools, academies, orphanage, Homes of the Good Shepherd, and the Little Sisters of the Poor. Concluding by saying:

"These agencies of charity under the direction of the church in this diocese are bearing the burden of society as no other organizations, and on this New Year's day, referring to them and speaking in their behalf I would offer this one suggestion: that the people of Kansas City occasionally, during the new year, give these different institutions a personal call and extend to these noble and self-sacrificing women a godspeed and a good wish for the work they are doing."

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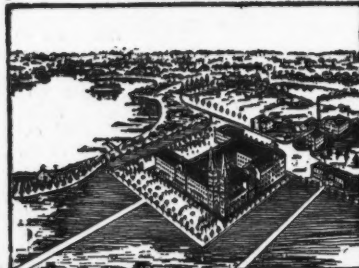
It is intended that these selections shall be studied in the classrooms of Schools, Academies, Training Schools, etc., as indicated in a recent recommendation of Brother Matthew in the Bulletin of the Catholic Educational Association.

We are desirous of sending a copy to all interested in education, and who are in sympathy with effort on our part to place in a teaching form as "Literature" such Selections as may have met with the approbation of leading members of the Hierarchy.

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Topics of Interest and Importance

Place and Purpose. Arithmetic is not the most important subject in the elementary schools. English is more important and quite as difficult. Yet, as it is one of the three great "R's," a knowledge of which is essential in every-day life, it cannot be denied that the place of arithmetic in the curriculum is indeed very important. By reason of the mental discipline it affords to the undeveloped mind, it is without a parallel. It teaches children to think logically, to reason from the known to the unknown, from the concrete to the abstract. It exercises and trains the judgment by requiring the pupil to choose from a host of formulas and rules, the particular one applicable to the problem in hand. Again, it is a very practical study, making the mind precise and accurate in its statements, thus giving it an orderly turn; finally it is indispensable in every-day life.

Arithmetic is a subject that requires the pupils to be wide awake. It should, therefore, be given during the first period in the morning, or as soon after as possible. Beginning with simple numbers in the first grade, the work should proceed very gradually, special attention being paid to accuracy and the advantage of cancellation. In the upper grades, an hour's lesson might be divided as follows: Five minutes' mental drill; five minutes' rapid calculation; five minutes' recitation in concert (storm of protest from educators!) of weights and measures, tables, formulas, rules, etc.; ten minutes' oral review of problems previously taught; the remainder of the time to be spent in teaching, or working out new matter. Sometimes young teachers make the mistake of thinking that every problem in every case must be worked out by every child; whereas "talking over" ten examples, and working two would be sufficient. Too much "working-out" is hurtful rather than superfluous.

Our Language European visitors to our country have of late months been rather numerous, and many of them have learned to their dismay that a book knowledge of the English language does not necessarily imply acquaintance with the United States vernacular. As one of them, a scholarly cleric, recently put it: "My faith! But they are incomprehensible, many of your phrases! For example, I mention a remarkable occurrence I have just read about, and the person to whom I am speaking exclaims, 'What information do you possess relative to that matter?' Only yesterday, in the lobby of my hotel, I listened to a discussion between two gentlemen who were talking of the strike. One of them warmly asserted that the capitalists were to blame for all the industrial troubles that afflict the country; and the other interrupted him with: 'Where do you procure that material? Remove it with a knife.' Being asked whether he was quite sure of the phrasing of the remarks he quoted, the cleric admitted that he remembered their apparent meaning rather than their wording, and was somewhat relieved to learn that 'What do you know about that?'—'Where do you get that stuff?' and 'Cut it out' are simply examples, not of the king's English or the president's, but of American slang.

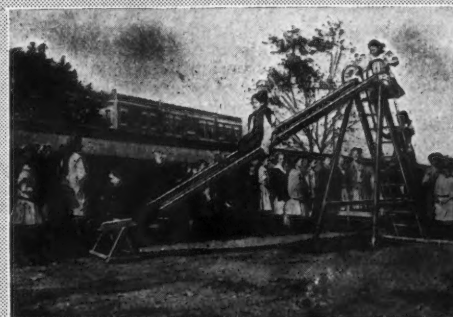
The Value of Work be in life, much of the hardship which it entails will disappear if we perform it in the proper spirit. To work merely to acquire the material things of life should not be our aim. We must strive for something higher and better.

Our work will be of lasting value only if through it we enable ourselves and constantly strive to fulfill our one purpose in life. And if we have this purpose in mind as we begin our tasks day after day, life will seem much more pleasant and enduring. Not wealth nor luxury, but the conscientious performance of our duty brings true happiness and contentment in this life, and will, at the same time, be a preparation for the life beyond the grave.

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TEACHING POETRY IN HIGH SCHOOLS.

Miss Irene H. Farrell.



Miss Irene H. Farrell.

In a current issue of the Catholic School Journal was the urgent appeal for more stress and attention to the reading and study of poetry, to give to it our most sincere effort in order that we reap the richest results it has to offer. To say how we shall enter upon such a study is not on the surface of greatest facility, as to tear apart the sweetest joys—the petals of the rose, so to speak, for the purpose of scientific analysis, is to rob it of its gift of fragrance and intrinsic beauties. Yet after such a process, it comes to mean more to us, revealed in its

structure that can only point to the origin of the Divine, and we weave together the knowledge as a whole, taking away an impression that can but be fuller and of more appreciable value than might otherwise have come through a surface admiration.

So it is with the teaching of poetry to our pupils. We shrink from a close analysis fearing lest we frighten our charges from a later interest in poetry through our too close observation to minute details. Yet we are conscious stricken to have passed by the hidden treasures that lie buried and are revealed only by painstaking analysis. There must be a medium and how best this may be gained may be revealed to the teacher who loves his poetical cadences and who is filled with sincere desire to impart this love to his pupils.

I have always believed that the first impression of any poem should come first as a concise whole, whereby the pupil's own first hand experiences may be allowed to play freely, that his individual taste be as natural as possible as to certain kinds of poetry or certain selections, without any outside suggestion from teacher or critic. Thus we may allow the boy who is a lover of outdoor life to prefer his "The Indian and the Trout," by Eugene Field, to "An Old Sweetheart of Mine," by James Whitcomb Riley, which may be of vital first-hand appeal to the romantic school girl. To gain this impression as a whole the teacher may spend a class period or as much time as she deems best, in the reading of many different selections, without the slightest suggestion of interpretation, making these selections of as great scope and varied as possible to appeal to the various types of pupils. A class hour so spent may really be a most happy one, if the teacher be one who reads well, with musical vocal harmony. The pupils fall under the spell of a voice, rising and falling with the liquid cadence of the rhythm. I suggest that the teacher read first, that her example may have opportunity to be followed, that she first set the atmosphere of the class time by a good beginning rather than by having the whole period marred by a poor beginning by a poor reader with an amount of reading crudeness.

After a teacher has gained an idea of what the respective tastes of her pupils, by their own specifying as to the particular poems which she has read, she may then take a certain author whose poems the pupils shall have ample time to peruse, and have the pupils bring to class a poem by this author, which poem shall be the one which most sincerely appealed to them for their own and personal reasons. We may specify that this selected poem shall be read a sufficient number of times previous to class time, that it be thoroughly familiar. In class each pupil reads his selection in the very best way he is capable of doing, stating his particular reasons for making such a choice. It will be clear that these reasons shall be based entirely upon the pupil's own taste without any new suggestions on the part of the teacher. The choice of selection and reading will usually be very sincere and more so if the pupil has had sufficient opportunity to read an ordinary number of the poet's works that his choice be representative. In this way, two points are really gained: the pupil, by searching the number of poems for his own choice gains a very familiar knowledge with the author, and by his reading it in class, gives to the other

pupils a broader acquaintance than they might otherwise have had.

After such a study the teacher then takes some special poem she selects and takes it up minutely with the entire class. For instance, the poem may be Emerson's "The Concord Bridge." Of course the historical setting is first touched upon, then she asks her pupils to visualize the picture portrayed in each stanza, whether or not a canvas painting might be made based upon each stanza; an observance of figures of speech is made, diction, order of words, the poets own personality revealed is taken into consideration, and all of the other points of close study are noted. I have found it more satisfactory to have the pupils write papers on such questions, that their answers be as nearly as possible their own, without having the advantage of watching facial expression of the teacher for any helpful suggestion. In such questions, I always make sure that the number of questions be not too numerous to allow the pupils time to answer them all, preferring to take an extra day for completion of the work, than have it gotten but by half of the class. I do this that no pupil be, at the beginning, frightened from his task by the appearance of an enormous amount of work, which may add to his preconceived idea that poetry is dull and abstract—which is often the case.

For further appreciation, the pupils need some concrete working basis by which they may intelligently interpret and study the poems. It is very well for a teacher to enlarge upon the beauties of a certain poem, in an abstract way, but pupils of the high school age or under must have something tangible by which they can judge merits, that they can put their finger on, so to speak, and say, "Now this is good," or "This is bad." Appreciation is not all contagion. To serve as this guiding basis, a little outline on "Three Main Characteristics of Poetry," I give to my pupils, which outline has proved in my case most ideally satisfactory, as it is concise and concrete enough for high school pupils, and definite and exact. An eighth grade teacher, I have known, has taken this same outline in her work with grammar pupils and found it excellent, although she touched not so fully upon it as one would in a high school class. In the latter the pupils are familiar with figures of speech from their rhetoric, but need a reminder that they are actually used in every day written poetry. This outline the pupils have in note books, but by continual use of it and reference to it, it becomes a part of them that their note books are almost entirely disregarded. The outline as it is given is as follows:

Three main characteristics of poetry:

- I. A Link in the Chain of Historical Development.
- II. It must be an Artistic Fact in Itself,

- a. Sincerity; moral truth.
- b. Suggestiveness—must appeal to
 1. Reason.
 2. Imagination.
 3. Human Emotions (Love, Hate, Fear, Joy, Grief, Envy, Etc.)
- c. Good form.
 1. Description (interior, exterior, personal), Places, etc.
 2. Sound.
 3. Color.
 4. Motion.
 5. Concrete words.
 - a. Figures of Speech (Smile, Metaphor, etc.)
 6. Repetition.
 7. Emphasis.
 - a. Order of Words, Phrases, etc.
 - b. Omission of Conjunctions or Particles.
 8. Unity.
 9. Coherence.
 10. Narration.
 11. Characterization.
 - a. Dialogue.
 - b. Expression (physical, both bodily and facial; intonation of voice).
 - c. Actions.
 - d. Ambitions.
 - e. Thoughts.

III. An Expression or Product of Personality.

(Continued on Page 450)

HEALTH HINTS.

"HEALTH FIRST IN THE SCHOOLS!"

(Continued from January Number)

Finally, a definite amount of time should be allowed every school day from the kindergarten upward for health inspections, the discussion of health problems, and for other health activities. In the lower grades this time should be devoted wholly to the promotion of health habits. It is the **what** rather than the **why** which should be impressed on the younger children. With the older children, the reasons for health rules take more prominence, and in the upper grades the habits which have been formed in the lower grades should be reinforced by accurate scientific knowledge. The material of instruction in hygiene should be taken from life; and text-book instruction, if any, should be merely incidental. In the upper grades the pupils should be interested in public health movements, and much information of personal value can be thus indirectly conveyed. For instance, in studying the phases of the campaign against tuberculosis, the pupil learns many facts about the disease and its prevention, with the advantage that his attention is directed outward and is not morbidly turned upon himself.

We have been too much accustomed to regard health as something arbitrarily given or withheld from us by Providence—something over which we ourselves have no control. We now know that in order to obtain health we must earn it by obeying the laws of health. The most fundamental of these laws relate to cleanliness, within and without, proper diet, exercise, rest, and fresh air. Obedience to these laws must become almost automatic in the child's life, so that he will be uncomfortable unless, for instance, his hands are clean, his bowels thoroughly evacuated, his food simple and wholesome—so that he will be uncomfortable in foul air, and will automatically seek fresh air and enjoy playing and sleeping in it.

In the development of health habits the first step is to make the child desire health, not necessarily for its own sake, but because it is an avenue to success and happiness in life. It is easy to illustrate from the lives of men successful in business and politics the value of a strong body in the attainment of success. Theodore Roosevelt began life with a weak body and developed systematically all of its possibilities for physical vigor. In the case of the girls good looks are a great social asset, and every girl as well as every boy should be taught to value properly such signs of good health as bright eyes, rosy cheeks, a clear complexion, glossy hair, and an erect, confident carriage. We need to make pride in personal appearance respectable once more. We need to make our boys and girls feel something of the fineness of the old Greek ideal of a sound mind in a sound body. All children want to be popular with their mates, and they will readily see that the exuberant spirits which go with abounding health are a factor in popularity, and that there is a good reason for the old saying, "Laugh and the world laughs with you," while the "grouch" is left to nurse his grievances in solitude. Every child in the schools should be made to understand that his first and most important patriotic duty is to make and keep himself as strong and vigorous as possible, so that he may serve his country well. The present interest in the ways in which the health of soldiers has been built up can be utilized advantageously in this connection.

Influenza Spreading Throughout Country.

Advices to the United States Public Health Service show that the influenza epidemic is spreading all over the country.

There is no cause for the people to become panic-stricken, however, Surgeon General Blue of the public health service stated, because up to this time the prevalence of the disease has not exceeded the ability of the local and state health authorities to cope with it. The disease is not proving nearly as fatal this year, the reports indicate, either because the individual cases are not so numerous and are getting better attention, or because the cases are not so severe.

¶Arrears on subscriptions to The Journal are now payable.

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WHAT TEACHERS SAY.

"It gives me great pleasure to inform you that the teachers of shorthand at the Summer Session of the College of the City of New York, after using the 'Rapid Course,' have all expressed to me their warm admiration for the book. I voice their sentiments as well as my own when I tell you that we have found the book a most helpful one for both the student and the teacher. The wealth of exercise material in shorthand and in longhand proved of inestimable value. The wonderfully compact form in which the theory is stated in the text served as a great aid in a rapid presentation of the subject and left sufficient time for a thorough review of the principles. From every standpoint we all feel that the 'Rapid Course' is unquestionably the best text that has yet been presented. I may add further that it is my intention to use that book exclusively from now on in all of the work to be given in the Extension Department, in the Evening Session and in the Summer Session at the College of the City of New York."—*Arthur M. Sugarman, Teacher of Isaac Pitman Shorthand, College of the City of New York, and Julia Richman High School, New York.*

"I have just had an opportunity of examining Pitman's 'Shorthand Rapid Course,' and having gone through the book carefully from cover to cover I find it to be the most practical shorthand textbook I have ever seen. The Additional Exercises impress me as being particularly valuable, not only to teachers who desire to give to pupils in the regular course additional illustrative work, but useful also for tests and for teachers using other Isaac Pitman textbooks."—*W. L. Mason, Polytechnic High School, Santa Monica, Cal.*

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State Certificates for Catholic Teachers.

The Rev. Ralph L. Hayes, D.D., superintendent of schools for the Diocese of Pittsburgh, warns the Catholic teachers of Pennsylvania that they must face the demand that all teachers meet the requirements of state certificates. He urged that a start be made by requiring that a start be made by requiring that every sister who begins teaching hereafter be trained to meet the demands for a provisional state certificate.

The establishment of a Catholic teacher certification system in anticipation of state action is a wise move, which should be made in every diocese of the country, for it is clearly but a matter of a short time when no one will be allowed to teach in any American school unless he has a state certificate.

How this demand can be most effectively met is a matter that has already, we believe, been discussed at several meetings of the Catholic Educational Association, but it can hardly be determined uniformly for all dioceses, as conditions are different in different parts of the country.

Catholic Educators of Pennsylvania Defend the Rights of Parents.

Federal control of the schools was condemned at the first annual convention of the Catholic Educational Association of Pennsylvania at Philadelphia in January by the Rev. James J. Dean, O. C. A., president of the Augustinian College of Villanova. Father Dean declared that "parents have an inalienable right to determine the form of education which their children shall receive and that the church has an equally inalienable right to mould the hearts and souls of the little ones committed to her care without undue interference from any quarter."

Among the resolutions adopted are the following: "As citizens of this commonwealth we demand due recognition of our educational rights and we urge a prudent and careful scrutiny of proposed legislation that might prove prejudicial to the rights guaranteed to all citizens by the constitution."

"We direct the attention of Catholic parents to the obligation of taking a personal interest in the school work of their children by insisting on their spending an adequate amount of time in preparing their lessons at home, and in general by co-operating with teachers and pastors in the work of the Catholic school."

Let us be willing to make sacrifice and scatter about us the sunshine of happiness. It has been said that the sweetest happiness we ever know, the very wine of human life, comes not from love, but from sacrifice—from the effort to forget ourselves so as to make others happy.

CATECHISM—TEACHING.

(Continued from Page 441)

teacher with normal school training must necessarily fail in a catechism class?

The tenets relating to verbal memory in common acceptance among students of pedagogy Prof. Fitch sums up as follows: "When the object is to have thoughts, reasonings, facts reproduced, seek to have them reproduced in the pupils own words. Do not set the faculty of mere verbal memory to work. But when the words themselves in which a fact is embodied have some special fitness or beauty of their own, when they represent some scientific datum or central truth, which could not otherwise be so well expressed, then see that the form as well as the substance of the expression is learned by heart."

Adopting this rule in the teaching of catechism, how much of the average class book should we require to be memorized accurately? For the same reason that we learn proverbs by heart, that certain phrases and sentences from Shakespeare are quoted in the humblest homes, we might wisely memorize great religious truths if expressed in language at once concise, pithy and captivating. Bereft of its attractive setting many a proverb the world clings to had, in spite of the great wisdom it treasured, long since been forgotten. Words possessing a charm in themselves we are more likely to retain. And all this is another reason for not trying to memorize the long, verbose involved, wearisome sentences, the ungainly, uninteresting forms of expression too commonly found in our catechisms.

GENERALIZATION.

(Continued from Page 443)

This is also true of laws, principles, maxims and proverbs, which likewise are simply generalizations, convenient condensations of truthful knowledge, as the framework upon which is built the superstructure and elaboration of the whole field of science. A simple illustration of the meaning and working of this principle of generalization is the discipline and management of a school. A principal could not govern the school by directing the individual pupils. His government and direction are possible only through his teachers. Just as the various teachers are the principals' class officers, so also are generalizations the mind's division officers of knowledge.

Just as the principal commissions his teachers to carry out his instructions, so also generalization formulates rules, laws, definitions and principles essential to the correct organization of the mind's truths and powers. Of course the principal must know his teachers and as many of the pupils as possible, but he could not be expected to know hundreds of them. Similarly, the educated person may not know all the minor details and ramifications of knowledge, but he should know the generalization, the framework of scientific truth. In a general way, his education should be extensive, but intensive only in a rather limited field, i. e., he should be familiar with the general principles of many subjects but expert specialist of a rather limited field. Indeed, thorough education consists not so much of quantity as of quality.

It is evident, then, that generalization is the aim, but not the end of instruction. It is only a part of entry on the high road to knowledge. The goal of the journey is application of that knowledge which must be generalized before it can be advantageously and conveniently applied. In other words, to be effective, instruction must be crystallized into generalizations. The student's mind must be capable of repeating, organizing and summarizing its knowledge and it acquires this power by the fourth formal step of the recitation—generalization. If the essential characteristics or phases of the subject have been clearly, concisely and logically presented to the pupil's mind; if the new truth has been thoroughly compared associated and interpreted with the old and familiar one, the learner ought to be able to condense the essentials into definitions, rules, principles and laws, i. e., he ought to be able to generalize what he knows and the most conclusive proof that the three preceding steps, preparation, presentation, and comparison have been well taken is the student's power to generalize. His inability to do this efficiently means either that the teacher's language was not clear, his presentation was unskillful, his plan illogical or that the educative process was not understood and thus failed at the most significant, most essential points.

Indeed, the teacher who fails to lead his pupils to a clear understanding of terms, definitions, rules, laws and principles as generalizations, may well be compared to the hunter who only shoots at game but never bags any of it. His failure to hit may be due to an imperfect aim, poor gun, defective load, or misjudging of gun range, but whatever the cause, the result is the same—he has missed the mark, he has lost a shot, he has failed to bag game. If he only partially misses his aim, he has done what is far worse, he has inflicted wounds, suffering and handicaps upon his victims for life. Just so with the teacher who through inefficient teaching has not taken the first three steps of the recitation with his pupils so that they may take the fourth, generalization, safely and effectively has either utterly failed or at best only seriously handicapped his precious charges.

THE HABIT AND THE MONK. It was a trait of the Pharisees to make their phylacteries broad and to enlarge their fringes, to love the first places at feasts, the first chairs in the synagogues and salutations in the market place; and the Pharisees were so intent on the externals that the internals they managed almost completely to ignore. As Cardinal Newman points out in one of his "Parochial and Plain Sermons," the Pharisees were not deliberate and intentional hypocrites; but they were hypocrites none the less because they placed undue emphasis upon things which, while they mattered, did not matter so very, very much. Hypocrisy is largely a defective sense of proportion.

GLEANINGS FROM THE CATHOLIC PRESS.

Official reports give the shortage of public school teachers in this country as nearly one hundred and fifty thousand! New York State suffers proportionately. The remedy proposed, higher wages, will not go to the root of the trouble. The basic one is the fact that we have a nearly exclusive female teaching contingent and that the average "life" of our educators is only five years before they quit or get married. The exorbitant cost of living and higher pay in industry has accentuated the trouble and has called attention to these unpleasant facts. Catholic schools are not complaining. Our Brothers and Sisters get along on a starvation wage, for God's sake and to keep up the Catholic system of schooling. Will the serious shortage and the thousands of closed rural schools open the eyes of our hyper-patriots who see only the menace of a Catholic education and find salvation only in the "little red schoolhouse?" Suppose we put the burden of our great school-system upon the State? Where would teachers and buildings be found?—The Echo.

"What's wrong with mathematics?" asks a public high school teacher. He had better have asked, what's wrong with the traditional prescriptions of sex modesty? Segregate the sexes in the high schools; then both the cultural and the vocational branches might come into something like their own. Puppy love is now the one strong subject of Western high schools. In Eastern high schools, on the other hand, where the sexes are kept apart, relatively good school work is done.—The Western Watchman.

We find it necessary to repeat that it is a grave mistake for outsiders to assume that Catholics are opposed to public education; they are not; but they recognize the necessity of religious and moral education, and consider any educational system imperfect which does not include such training. They do not favor that kind of education which excludes moral teaching from the schoolroom and disobeys the command of Christ, who says: "Suffer little children to come unto Me and forbid them not, for of such is the kingdom of Heaven."—The Southern Messenger.

The newest advice to our pupils will be to study hard, get strong, and some day they might be successful in life by becoming as prosperous as a milkman. The advice to the dullard will be to be condemned to the awful fate of becoming a college professor and be forced to live on his own salary.—The Tablet.

Just before Christmas the students of a certain English class at St. Benedict's college rebelled against the professor's tyranny and threatened to strike if his "severe penalties for minor offenses" were not moderated generally. "If you speak to another boy," explains one, "the prof's sharp eyes have seen you and a thousand line poem to learn is yours." And what makes it so hard is some of the boys have never learned poetry before.—The Catholic Register.

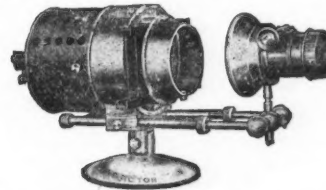
One Thomas, a member of the Portland (Oregon) school board, voted against the appointment of a teacher in the city schools recently because, as he said, she is a Catholic. There should be no Catholics chosen to the public schools, according to the enlightened Thomas, because Catholics do not elect non-Catholic teachers to positions in Catholic schools.

But Thomas' argument goes somewhat too far. Is it not strictly true that there are not Protestant teachers in Catholic schools, but aside from that Thomas would have to debar from the public schools Baptists, Lutherans, Episcopalians, Quakers, Methodists, Presbyterians, Campbellites, United Brethren, Y. M. C. A. members, Jews and perhaps many others, whose names escape us at this moment, but who maintain private schools in Oregon and ordinarily select teachers from their own membership. If Thomas had his way, the teaching positions in the Portland public schools would be reserved for members of the I. W. W. and other Bolsheviks who have no interest in religious education.

Now that Thomas has declared himself against the pollution of the schools by Catholic teachers he will no doubt urge legislation to prevent the use of Catholic money from the support of the schools.—The Catholic Sentinel.

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TEACHING POETRY IN HIGH SCHOOLS.

(Continued from Page 446)

The pupils come to know that all of these elements may not be found in any single poem, but with this guide they look for what may be found. Nor is this outline given as a final excellency, but with the amount of ground it covers it has seemed to me the most satisfactory, without burdening the pupil to an unlimited degree.

Later in the course, each pupil may select his own poem of a certain author, but instead of reading it before the class, he recites it from memory, paying due attention to poise, enunciation and all of the points of good reading observed previously. At this time, it is positive that he rely on his own resources with no prompting from teacher or classmate if he forget, but if for any reason he can not continue he takes his seat and the program continues uninterruptedly. At the close, after all shall have stood before the class in the front of the room, giving his work in the best way he knows, the teacher gives a criticism, constructive or destructive, based upon her notes which she has gained as she sat as an auditor with the rest of the class. This work on the part of the pupils is very resourceful, as it represents their very best efforts, and coming at the latter part of the course, is a harvest of all ideas gained in the course. It is for that reason that their memorized selections had better follow those read to the class, as they shall have had ample time to gain inflection, intonation, enunciation, and so on, while relying on the printed page, without the additional problem of memorizing.

After this work in class, I have taken my pupils before the high school at an assembly period, or as a literary program, and have had them give their selections. In this way, we gave both a Eugene Field and James Whitcomb Riley program. But in this case, we added a short interpretative preface to each selection, for the benefit of the auditors. For instance, as an introduction to the initial poem of the program, "Out to Old Aunt Mary's," we gave the following, each pupil reciting his own introduction, "James Whitcomb Riley is professedly a home-keeping, home-loving poet, with the purpose of an imaginative realist, depending on common sights and sounds for his inspiration. At times the pathos of the theme quite outweighs its homeliness and lifts the author above the region of self-conscious art, and a creation of pure poetry comes to light." Or as introduction to some of his dialect poems we gave, "In James Whitcomb Riley's dialect poems there is no imitation—he is thoroughly original as well as effective. In a literary paper read before the Cleveland Literary Club he made the remark that today so many writers believed that dialect meant slang, but it is not slang, but as enduring and permanent as the dialect of Burns."

In arranging such a program, we aimed at making the introductions not above the heads of the listeners, but yet thoroughly literary. The result was a pleasing situation, for, as the various high school pupils had noted that one of their fellows was to mount a platform and "speak a piece," as they had done in childish days long left behind, the tendency grew to be a curious atmosphere, if not an incredulous and amused one. But the whole banished with the sincere effort on the pupil's part, which was rewarded with praiseworthy results, when the most "tomboyed" listener was enshrouded with rapt attention, and the audience as one, thrilled with the charm of the poet's revealed personality. It is then that we who are teaching poetry feel that our purpose has fallen straight, that our inspiration has touched those for whom we intended it, and that after all, a method may be found by which this love on our part of what is beautiful may be transmitted successfully and positively.

In arranging a program of the above, selections may be given to represent the different groups of poems, as "Poems of Childhood," "Poems of Sentiment," "Poems of Philosophy," and "Poems of Pathos," and if victrola records are to be had they may be used as a variety, or some pupil who is talented in drawing may give a chalk talk of various characters as "Our Hired Girl," "The Raggedy Man," and so on, and some of the poems may be found set to music as musical readings or vocal selections.

As a conclusion with the above suggestions I have felt that the teaching of poetry to high school pupils has been pleasing and profitable, giving to them a taste of the best, with a desire and love for the full appreciation of poetry in later life.

FOR PUPILS OF CATHOLIC SCHOOLS.

National Essay Contest.

Through the National Catholic War Council, co-operating with the War Department, the Catholic schools of the United States have been entered in the national essay contest on the subject: "What are the Benefits of Enlistment in the United States Army?" Notice of the contest has been sent to every parish by Rev. John J. Burke, C. S. P., chairman of the Committee on Special War Activities. "This contest is open to our parochial schools," he says in his communication; and we wish that one of our pupils would win the prize.

The conditions of the contest are described in the following circular sent out by the War Department:

Conditions of Contest.

A national essay contest for school children of the United States on the subject, "What are the Benefits of an Enlistment in the U. S. Army," was inaugurated under War Department auspices. It is open, without any entry fee, to pupils of all schools in America, except colleges and universities. Students of public graded or high schools, private schools, sectarian or non-sectarian schools, white or black, red or brown, male or female, American or foreign-born, are eligible to compete.

The rules of the contest are as follows:

Essays to be written in the class rooms on Friday, February 20, 1920, from notes if desired.

No essay to be more than 400 words in length.

Pen and ink or pencil may be used, but only one side of the paper to be written upon.

Essays will be judged strictly on a basis of originality, expression, and sincerity.

A board of three teachers in each school will pass upon the essays written in their school, and submit, not later than February 27, the best essay from that school to the U. S. Army District Recruiting Officer for the district in which the school is located. The sixty-six District Recruiting Officers will appoint boards of judges in each of their districts to select the best essay submitted by the schools of their district. Each District Recruiting Officer will then forward the best essay written in his district to Washington.

The fifty-six prize essays will then be passed upon by a national board composed of Secretary of War Newton D. Baker, General John J. Pershing, who commanded the A. E. F., and General Peyton C. March, Chief of Staff, U. S. Army. They will pick the three best essays and declare them the national winners on April 19, 1920.

On May 5th these three national winners, accompanied by parent or guardian and the District Recruiting Officer, will come to Washington to receive prizes from the hand of the Secretary of War, as the guests of "The Come-Back," published in the interest of the patients at Walter Reed Army General Hospital, D. C., which will also provide the prizes for the national winners. The best essay writer will receive a gold medal, embossed with the seal of the War Department, while the school he represents will receive a handsome silver loving cup, standing 18 inches. The second best essay writer will receive a silver medal, and his school a 14-inch silver loving cup. The third prize winner will receive a bronze medal, and his school a 12-inch silver loving cup. The cups and medals will be of the same design and appropriately engraved. All cups are of sterling silver.

Becomes Member of Well Known Firm.

Ginn and Company have just announced, under date of January 1, 1920, that Mr. H. P. Conway has been admitted to partnership in the firm.

For about twenty years Mr. Conway has been in charge of Ginn and Company's Catholic school business throughout the entire central and western part of the United States. Mr. Conway has been one of the type of text book publishers who are classed as educators rather than mere text book agents, keeping fully informed in regard to the best educational practices and versed in the many subjects of the school curriculum.

Mr. Conway has, on account of his own personality, been an always welcome visitor among his many friends in the school world, as well as a representative of the publishing house with which he is associated. The news that he is to become a partner in Ginn and Company will be welcomed by the very large circle of his friends.



HUMOR OF THE SCHOOL ROOM.

Conclusively Demonstrated.

Teacher: "Don't you know that punctuation means that you must pause?"

Willie: "Of course I do. An auto driver punctuated his tire in front of our house Sunday and he paused for half an hour."

The Substitute Demonstrator.

Professor in medical college, exhibiting a patient to his class: "Gentlemen, allow me to call your attention to this unfortunate man. It is impossible for you to guess what is the matter with him. Examine the shape of his head and the expression of his eyes, and you are none the wiser for it, but that is not strange. It takes years of experience and constant study to tell at a glance, as I can, that he is deaf and dumb."

Patient (looking up with a grin): "Professor, I am very sorry, but my brother, who is deaf and dumb, could not come today, so I came in his place."

Bright Sunday School Pupil.

In an infant school the teacher chose the miracle of the water being turned into wine as the subject of the usual Bible lesson.

In telling the story she occasionally asked a few questions. One of them was:

"When the new wine was brought to the governor of the feast what did he say?"

A little girl, remembering what she had heard, probably on some festive occasion, called out:

"Here's luck!"

Answering the Question.

The teacher had written 92.7 on the blackboard, and to show the effect of multiplying by ten, rubbed out the decimal point. She then turned to the class and said:

"Now, Mary, where is the decimal point?"

"On the duster, miss," replied Mary, without hesitation.

Manifesting Paternal Interest.

"The school teacher is interested in you, dad."

"How's that?"

"Why, today, after she'd told me six times to sit down and behave myself she said she wondered what kind of a father I had."

From the Child's Point of View.

Teacher—Now, Johnny, can you tell me what became of Noah and the ark?

Johnny—The baby sucked all the paint off'n Noah and Pa stepped on the ark and smashed it.

An Aftermath of the War.

A history professor at one of the leading universities recently met one of his old students just returned from France and inquired from him if he had learned any particular lesson from the war.

"I have found," replied the student, "that it is a great deal easier studying history than it is making it."

Been Listening to Dad.

"Boys," said a teacher to her Sunday school class, "can any of you quote a verse from the Scripture to prove that it is wrong to have two wives?"

A bright boy raised his hand.

"Well, Thomas?" encouraged the teacher.

Thomas stood up. "No man can serve two masters," he said proudly.

Crushed by a Practical Mother.

Daughter—Yes, I've graduated, but now I must read up some psychology, philosophy, bibli—

Practical Mother—Stop! I have arranged for you a course in roastology, bakeology, stitchology, darnology, patchology and general domestic hustleology.

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**Modern Elementary School Practice.**

By George Freeland, Supervisor of Practice Teaching and Assistant Professor of Education in the University of Washington, Seattle. Cloth, 408 pages. Price, \$1.50 net. The Macmillan Company, New York.

This is a book that is likely to arouse controversy. At any rate it will provoke thought. Many traditions in education which have been sharply assailed are still vigorously defended, on the ground that policies which were the product of centuries of trial and testing must possess merit—that proposed innovations either in subjects taught or in methods of teaching should be regarded with caution. Opposed to those who hold extremely conservative views are educators who argue that the world is entering upon a new era, in which education must be modified to meet the requirements of changed conditions of life. As each educational novelty presents itself their cry seems to be: "And therefore, a stranger, give it welcome!" They are for testing and embodying in school practice as fast as may be all suggested additions to the curriculum and all new methods of teaching and of school organization which hold out promise of yielding valuable results. A central idea of the champions of innovation is to so arrange the work of the school-room that "pupils will like and not detest their tasks." Devices for arousing and maintaining interest on the part of pupils receive a large share of attention in Prof. Freeland's book, which is frankly committed to radical experiments in the field of education.

Problems of the Secondary Teacher.

By William Jerusalem, Ph.D., Professor of Education, University of Vienna. Authorized Translation by Charles F. Sanders, Professor of Philosophy and Education, Pennsylvania College, Gettysburg, Pa. Cloth, 251 pages. Price, \$1.75 net. Richard G. Badger, Boston.

Philosophy, psychology and sociology are fields which have been cultivated by Prof. Jerusalem, and from which he undertakes in the volume translated by Prof. Sanders to cull principles based on the fundamentals of human nature and society that will contribute to the solution of problems of education. The result of his labors is a work remarkable for originality and suggestiveness, profound and illuminating to an extraordinary degree, and well worthy of

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attention. Not only teachers in high schools, but instructors in universities will find stimulating material in this book.

The Life of John Redmond. By Warre B. Wells, Author of "A History of the Irish Rebellion," "An Irish Apologia," "The Irish Convention and Sinn Fein," etc. Cloth, 282 pages; illustrated. Price, \$2 net. George H. Doran Company, New York.

Whatever the outcome of existing complications affecting Ireland, the part which John Redmond played in British politics from the fall of Parnell to nearly the close of the great European war, when he died on the 6th of March, 1918, earned for him a remarkable place in the history of his own country and of the British empire. The author of this biography has portrayed not only the personality of his subject, but the ins and outs of a generation of Irish politics, and his book is interesting and informing.

The Blind: Their Condition and the Work Being Done for Them in the United States. By Harry Best, Ph.D., Author of "The Deaf: Their Position in Society and the Provision for Their Education in the United States." Cloth, 763 pages. Price, \$4 net. The Macmillan Company, New York.

This is a monumental work, going deeply into various ramifications of a subject of absorbing interest and very high importance. The census of 1910 enumerated 57,272 blind persons in the United States, but the actual number, says Dr. Best, approximated 70,000, or 623 for every million of the population. There are more blind men than blind women, the proportion of males among the blind amounting to 56.6 per cent., which is attributed to the particular liability of men to accidents in dangerous industrial occupations, especially mining; also to their exposure in military operations. In 1910 only one in six of the blind persons in the United States over ten years of age was gainfully employed. Dr. Best leans to the belief that where education in day schools is possible for the blind its results on the whole are better than those following education in special institutions, for the reason that it does not deprive the pupils of the benefits of home influence.

Live Language Lessons. (Three book Series.) By Howard R. Driggs, Professor of Education in English and Principal of the Secondary Training School University of Utah, Salt Lake City. Cloth; First Book, 273 pages; Second Book, 275 pages; Third Book, 440 pages. Illustrated. Price, —. The University Publishing Company, Chicago and Lincoln.

These books, the author states in his preface, are the result of school-room practice, and are to some extent a composite of the best thought of many teachers. The experiments of which they are the outgrowth were

made in various States of the Union, under conditions ranging from those of its ungraded rural school to those of the most advanced graded schools. The approved modern way of developing in young people facility and efficiency in the art of expression by writing is to interest them in their mother tongue and encourage them in employing it in the communication of facts and opinions relating to life in the circle of their own observation. Not only is constructive and creative work made the basis of the course, but a definite working programme is outlined for each pupil in every class, in recognition of the principle that what is vital in composition is individual. Formal exercises and corrective drills are closely blended with the constructive work, and all grammar exercises are illuminated by practical application. As a stimulus to expression and a standard to which pupils may aspire, the system makes use of a rich and varied selection of literature. Included in the work is a series of chapters calling for the expression of patriotism and good citizenship.

Bible Stories for Children. By a Catholic Teacher, with Preface by Rev. Augustine F. Hickey, S. T. L., Diocesan Supervisor of Schools, Boston, Mass. Cloth, 170 pages; illustrated. Price, —. Schwartz, Kirwin & Fauss, New York.

Of the sixty-six narratives contained in this attractive volume, twenty-five are from the Old Testament and forty-one from the New. The style is well adapted to the capacity of youthful readers; the illustrations are well designed and executed, and the book, as Father Hickey observes, is a worthy addition to the literature available for Catholic schools.

The Thirteenth Hole and Other Tales in the Intermediate Style of Pitman's Shorthand. Half cloth, 102 pages; illustrated. Price, 55 cents net. Sir Isaac Pitman's Sons, Ltd., New York.

This is called the Centenary Edition, in commemoration of the centenary of Sir Isaac Pitman. The utility of a volume printed in stenographic characters will be obvious to students of the Isaac Pitman system of shorthand.

Horticulture. A text-book for High Schools and Normals; Including Plant Propagation, Plant Breeding, Gardening, Orchard, Small Fruit Growing, Forestry, Beautifying Home Grounds, the Soils and Enemies Involved. By Kary Cadmus Davis, Ph.D. (Cornell). Cloth, 416 pages; 267 illustrations. Price, \$1.75 net. J. B. Lippincott Company, Philadelphia.

Here is a text in line with the modern trend in the teaching of agriculture, with the illustrations as carefully planned as the writing. Primarily prepared for use in schools, its interest and value to the home gardener are obvious, for the work contains a careful presentation of every garden problem and its solution.

Applied Eugenics. By Paul Popenoe, Editor of the Journal of Heredity (organ of the American Genetic Association), and Roswell Hill Johnson, Professor in the University of Pittsburgh. Cloth, 459 pages; illustrated. Price, —. The Macmillan Company, New York.

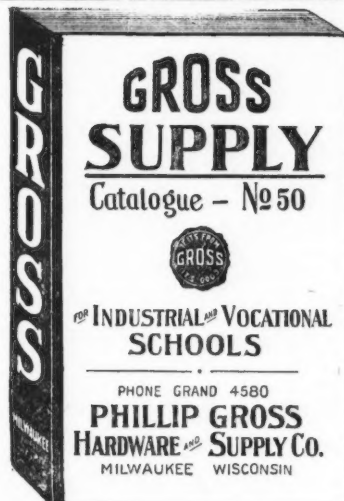
When the First Race Betterment Congress was held at Battle Creek, a few years ago, the late Jacob Riis said: "We have heard friends here talk about heredity. The word has rung in my ears until I am sick of it. Heredity! Heredity! There is just one heredity in all the world that is ours—we are children of God, and there is nothing in the whole big world that we cannot do in his service with it." This remark of Jacob Riis is quoted in the volume under review, whose authors, however, evidently are not wholly in sympathy with the spirit of it. Their contention is that improvement of the human race would result from the enforcement of certain restrictions upon freedom of marriage which are not at present enacted as law and not generally recognized by individuals contemplating marriage. The book may be recommended as containing a larger collection of data on its subject compiled from the point of view of restrictionists than is available in any other form. Whether in all instances its statistics and the accompanying interpretations are beyond dispute may well be doubted but there can be no question that they constitute "interesting reading." To most people it will seem that drastic legislation in the direction demanded by the eugenists would better be deferred for a further study of the subject, which certainly is highly complicated and in some of its aspects at present so obscure as to suggest a new application of the famous definition of a metaphysician as "a blind man, with bandaged eyes, in a dark room, groping for a black cat that is not there."

Holy Hour Manual. By Rev. Patrick Sloan, author of "The Sunday School Teachers' Guide to Success." Cloth, 314 pages. Price \$1. The Magnificat Press, Manchester, N. H.

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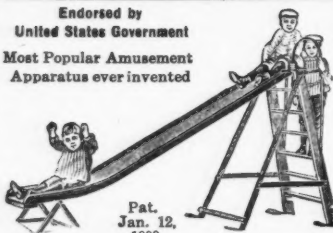
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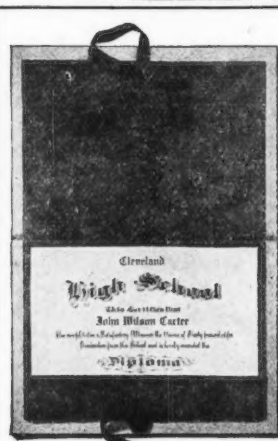
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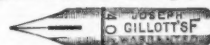
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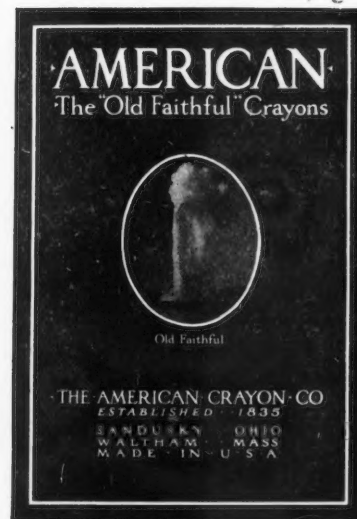
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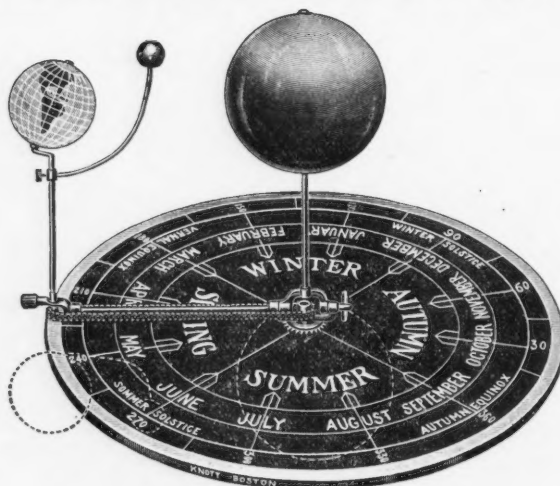
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See page 427, February, 1919, issue of this Journal.

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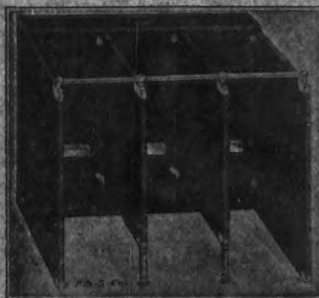
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Entrance, Central High School, Philadelphia. The Board shown above was installed ten years after erection of the building, to supplant the first boards which were of painted pine.

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